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ABSTRACT

This guide is for teachers and administrators involved in the preparation and implementation of kindergarten programs. Part I, in a series of captioned photographs, reviews basic qualities and needs of young children. Part II examines historical events important in the development of early childhood education, and describes several educational approaches to kindergarten, including traditional, Montessori, Head Start, Bereiter-Engelmann, and motor-sensory. Development of a eclectic approach is recommended to serve the needs of young children. Part III discusses the major goals of the eclectic approach, which are: (1) development of a healthy self-concept, (2) expansion of the natural learning drives of children, (3) the fostering of positive feelings and attitudes about learning. Specific areas of curriculum are considered. Part IV surveys areas requiring detailed planning, including first days of school, physical arrangement of the classroom, parent contributions, children with special needs, and scheduling issues. The role of the administrator is considered in Part V, with respect to specific responsibilities, decisions, and teacher expectations. Part VI reviews theoretical concepts of child development and early education in general. Appendixes listing professional books, sources, and films as well as children's books are included. (DP)

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Early Childhood Education in Illinois: Focus on K

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Early Childhood Education in Illinois: Focus on Kindergarten

EARLY CHILDHOOD EDUCATION IN ILLINOIS: FOCUS ON KINDERGARTEN

MICHAEL J. BAKALIS
SUPT. OF PUBLIC INSTRUCTION
302 STATE OFFICE BUILDING
SPRINGFIELD, ILLINOIS 62706

The Illinois Curriculum Program

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Director of the Department of
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The Illinois Curriculum Program

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PREFACE

Research has clearly demonstrated that kindergarten programs can contribute significantly to the education of young children. Educators know that much of the total knowledge an individual achieves is reached by the age of eight. Thus, the early years of a child's life become increasingly important to his total development and later educational achievement. In fact, it appears that success in the educational progress of a child throughout his school experience depends largely upon what happens to him in those early years. Experiences of teachers have shown that young children frequently demonstrate higher levels of readiness to adapt to the requirements of the primary levels after having experienced a balanced, well-conceived, and wisely-implemented kindergarten relationship.

Educators have generally come to recognize the importance of providing appropriate educational programs for young children. Society has become more aware of this, since it now appears that young children have finally been recognized as having valid basic educational needs.

For those school systems which are just now opening kindergarten doors to five-year-olds, it will not be comforting to know that there are many more questions than there are answers. It is not an easy undertaking to plan and implement effective programs which will focus upon individuality and developmental strengths. Above all other considerations, children need capable help toward developing the human qualities.

We urge educators who will be undertaking the often frustrating, but richly rewarding, task of encouraging the growth of young children, to give much attention to their esthetic, social, emotional, physical, and intellectual development—become skillful in sifting research and in assessing implications for learning experiences which will be good for children—learn what happens to attitudes and human values in the educational process—know and respect the young child in his individual urges to grow. To these should be added patience, encouragement, and cooperation with parents and colleagues who are concerned with the educational and developmental processes of young children.

This guide is intended for use by administrators and teachers. It is recommended that elementary school principals and kindergarten teachers obtain copies of the guide for assistance in preparing and implementing local programs.

Distribution of the guide will be made through the Illinois Curriculum Program, Office of the Superintendent of Public Instruction, and the Offices of the Superintendents of the Educational Service Regions.

The guide will also be made available to college and university libraries, educational agencies located in other states, and other interested organizations.

Earl W. Morris, Director
Illinois Curriculum Program

EARLY CHILDHOOD EDUCATION IN ILLINOIS: FOCUS ON KINDERGARTEN

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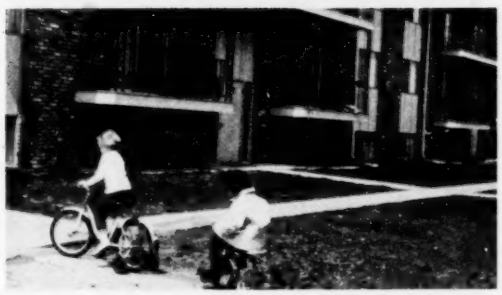
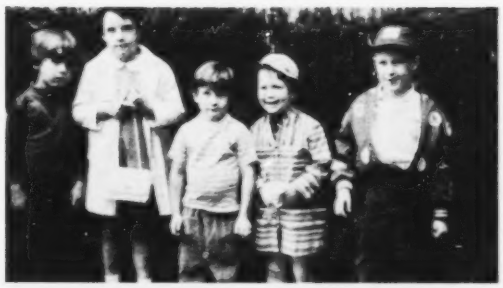
Division I

Kindergarten Children in Action

I. Children Come to Kindergarten from Various Backgrounds



II. Children Come with Individual Differences



Some are short
Some are tall

Some wear glasses

Left-handed
Right-handed

But, "We're all kindergartners."

Some are black
Some are white

Some wear hearing aids

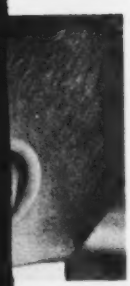
Some are short
Some are tall

Some wear glasses

Left-handed
Right-handed

But, "We're all
kindergartners."

Some are black
Some are white



Some wear hearing aids

III. Most Children Usually Are

Content and happy

Friendly

Happy and active

Sometimes children express

Unhappiness

Aggressiveness and fear

Shyness or loneliness

Disdain

Sometimes children express

Content and happy

Unhappiness

Friendly

Aggressiveness and fear

Happy and active

Shyness or loneliness

Disdain

IV. A Child Needs

To achieve
It's hard, but I can do it.

To discover
They grow in
the inner city, too!

To explore
Man, is he big!

Look! he has
little wings.

To experiment
Maybe if . . . ?

To learn responsibility
It's my turn to
clean the cage.

How long before
we can eat
them?

PS0067558

To achieve
It's hard, but I can do it.

To discover
They grow in
the inner city, too!

To explore
Man, is he big!

Look! he has
little wings.

To experiment
Maybe if . . . ?

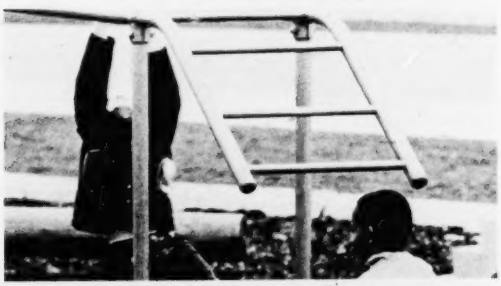
To learn responsibility
It's my turn to
clean the cage.

How long before
we can eat
them?

V. A Child Needs to Be Active as an Individual

In free choice activity
Designing a block house

In structured activity
Learning about seeds



Strengthening muscular control

Developing visual-auditory skills

Discovering spatial relationships

Improving eye-hand coordination

Experimenting with quantitative concepts

In free choice activity
Designing a block house

In structured activity
Learning about seeds

Strengthening muscular control

Developing visual-auditory skills

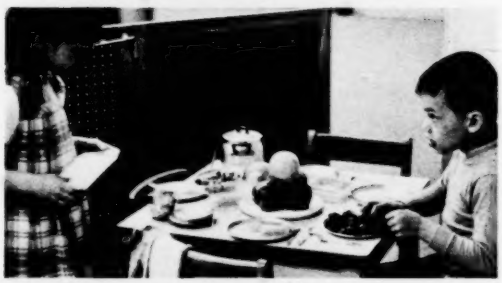
Discovering spatial relationships

Improving eye-hand coordination

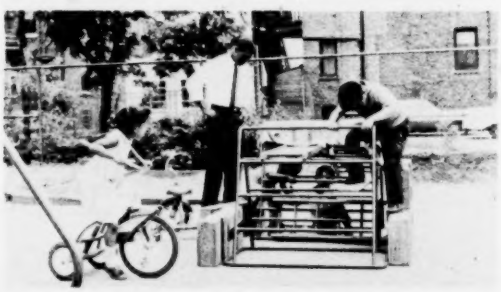
Experimenting with quantitative concepts

VI. A Child Needs to be Active in a Group

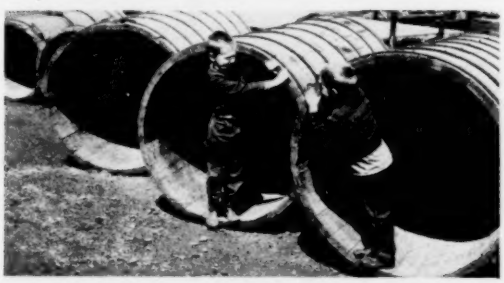
In free choice activity
Cooperating in block construction



Imitating family life



Planning and building a fire engine



Exploring the tunnels

In structured activity
Nourishing that sense of wonder

Developing science concepts—
from powder to
liquid to solid

Understanding and following
the rules of the game

Cultivating listening skills
and enjoying music

VII. A Child Needs to Use Language

To share information
"This is fragile."

To listen critically
"I don't believe you."

To listen attentively
"That's a good story."

To discuss problems and to clarify thinking
"Boys, let's talk it over."

To give and take directions
"I have that one."

To narrate experiences
"I got the book at the library."

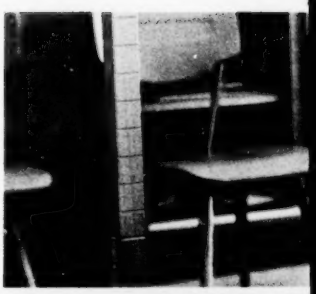
To dictate an experience story for reading.
"I had a turtle.
My mother stepped on it.
The End."

To ask important questions
"Why doesn't his mommy feed him?"

VIII. A Child Needs to Create

Telling about pictures

Recreating a field trip



Building with wood

Role playing

Painting at the easel

Making puppets

e

Telling about pictures

Building with wood

Painting at the easel

Making puppets

Recreating a field trip

Role playing

IX. A Kindergarten Child Will Learn

The importance of bo
and numbers

To discuss ideas, exp
peers

To relate his ideas ar
other adults

To communicate, thr
concept knowledge

The importance of books and reading, as well as writing and numbers

To discuss ideas, experiences, and problems with his peers

To relate his ideas and experiences to teachers and other adults

To communicate, through drawings and other art media, concept knowledge of his experiences

About family life

About his outside world

To work and play as an individual and as a group member both outdoors and indoors

And More
And More

And More

Summary

Massive general experience in kindergarten "pays off" in cognitive development.

A child learns in different ways:

- Independently and in groups
- From other children and through teacher guidance
- From models through imitation and in role play
- Through first hand experiences
- Through manipulation, trial and error, and problem-solving
- Through organized learning experiences

All these opportunities are open to him when he enters kindergarten, when parents and teachers work together, and when the community recognizes its responsibility to cooperatively and adequately plan the educational goals for its young children.

TIME LINE

The concept of education for the young child is not new. Much can be gained by retracing the footprints of children as they have moved through the educational programs or plans designed by the innovative thinkers of their day. We find that the present programs for early childhood education have evolved from those of the past with some enduring strands. In 1876, mothers and teachers in Chicago organized a group to study Froebelian methods. One hundred years later, every child in the State of Illinois will have an opportunity to attend public school kindergarten.

B.C.

400 PLATO
(427 - 347 B.C.)
Home instruction to prepare young children for adult life.

A.D.

1633 JOHN
(1592
Publis
Recog

1762 JEAN
(1712
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1784 JEAN
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1825 ROBE
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1837 FRIED
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1857 MRS
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1860 ELIZA
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TIME LINE

B.C.

400 PLATO
(427 - 347 B.C.)
Home instruction to prepare young children for adult life.

A.D.

1633 JOHN AMOS COMENIUS
(1592 - 1670)
Published *School of Infancy*.
Recognized the value of play.

1762 JEAN JACQUES ROUSSEAU
(1712 - 1778)
Published his *Emile*. Childhood is an important phase in development.
Freedom from restraint.

1784 JEAN FREDRIC OBERLIN
(1740 - 1826)
Established an institution for the care of children ages 2-6 in Walbock, France. **Physical well-being.**

1825 ROBERT OWEN
(1771 - 1858)
Established an all-day institution for preschool children in Great Britain.
Planned environment.

1837 FRIEDRICH FROEBEL
(1782 - 1852)
Established a kindergarten for children ages 3-6 in Blankenburg, Germany; "Father of the Kindergarten."
Freedom to grow.

1857 MRS. CARL SCHURZ
Established the first German-speaking kindergarten in the United States in Watertown, Wisconsin.

1860 ELIZABETH PEABODY
Established first English-speaking kindergarten in the United States in Boston, Massachusetts.

1873 SUSAN BLOW and WILLIAM T. HARRIS
Established the first public school kindergarten in the United States in St. Louis, Missouri.

1889 G. STANLEY HALL
(1844 - 1924)
Results of child psychology experiments applied to teaching.

1894 JOHN DEWEY
(1859 - 1952)
Became head of Department of Philosophy and Pedagogy at the University of Chicago. **Learning by Doing.**

1895 PERMISSIVE LEGISLATION FOR KINDERGARTENS IN ILLINOIS
The Illinois General Assembly amended the law enabling school districts throughout the State to establish and finance kindergartens in the public schools.

1899 PATTY SMITH HILL
(- 1946)
Became the Director of the Model Kindergarten in Louisville, Kentucky. **The modern kindergarten.**

1907 MARIA MONTESSORI
(1870 - 1952)
Established the Casa dei Bambini in Rome, Italy. **Independent use of self-selected and self-correcting tasks.**

1917 IOWA CHILD WELFARE RESEARCH STATION,
University of Iowa. Established under a state legislative grant. **Child development research.**

1933 WORKS PROGRESS ADMINISTRATION
Established nursery schools during the depression to provide work for unemployed teachers and nurses. **First federally supported schools for young children**

1940 ARNOLD GESSELL
(1880 - 1961)
Published the *First Five-Years of Life Normative Studies.*

1942 LANHAM ACT
Provided day care centers and nursery schools for children of working mothers during World War II. **Federally supported centers and schools.**

1950 JEAN PIAGET
(1896 -)
American publication of *Psychology of Intelligence.* **Theory of Cognitive Development.**
MIDCENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH
Approval of nursery and kindergarten programs as a desirable part of public opportunity for all children.

1960 JEROME BRUNER
(1915 -)
Published *Process of Education.* **Structure of knowledge important in learning.**

1963 ILLINOIS COMMISSION ON CHILDREN AND YOUTH
Established.

1965 HEAD S
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1969 OFFICE
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1970 MANDA
ILLINOIS

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1963 ILLINOIS COMMISSION ON CHILDREN AND YOUTH
Established.

1965 HEAD START CHILD DEVELOPMENT CENTERS
Comprehensive, health, education, and welfare services for the disadvantaged preschooler and his family. **Federally funded.**

1969 OFFICE OF CHILD DEVELOPMENT
Established in the United States Department of Health, Education, and Welfare.

1970 MANDATORY KINDERGARTENS IN ILLINOIS

OUT--	IN--	
Narrow competition	Money—Increased support	Materials—A available to exploration
Hurdles between grades	New emphasis—Recognizing child's ability to learn is present at birth and must be stimulated for achieving full potential	Individual pr
Compartmentalization of subject matter	Parent programs—Parents, older siblings, and teenagers as supporting educational personnel—effective programs for parents, infants and toddlers through television, home visits, and study centers	Evaluation o and assessm parental inp goals measu objectives
Chronological age for entrance	Lay responsibility—Participation in educational policy making and in the ongoing educational program itself	Child is awa participates
Punitive methods	New methods—For determining entrance to school such as developmental levels, the specific family situation, the school's ability to provide an adequate program will determine each child's entrance age and his placement	Video tape a of child's be and extend
Regimentation	Many different approaches—Grouping within a school and within a classroom in order to maximize the learning of all positive aspects of human development	
	Classroom—Children are active working alone or in small groups—are developing and learning through sensory and motor experiences in all areas of content	

IN--

Money—Increased support

New emphasis—Recognizing child's ability to learn is present at birth and must be stimulated for achieving full potential

Parent programs—Parents, older siblings, and teenagers as supporting educational personnel—effective programs for parents, infants and toddlers through television, home visits, and study centers

Lay responsibility—Participation in educational policy making and in the ongoing educational program itself

New methods—For determining entrance to school such as developmental levels, the specific family situation, the school's ability to provide an adequate program will determine each child's entrance age and his placement

Many different approaches—Grouping within a school and within a classroom in order to maximize the learning of all positive aspects of human development

Classroom—Children are active working alone or in small groups—are developing and learning through sensory and motor experiences in all areas of content

Materials—A wealth of materials will be available to promote discovery and exploration

Individual progress—Child moves at his own pace

Evaluation of progress—Continuous diagnosis and assessment by school personnel with parental input and feedback—Educational goals measured in terms of performance objectives

Child is aware of his progress and participates in evaluation

Video tape and electronic monitoring of child's behavior are used to check and extend observations

KINDERGARTEN APPROACHES

The recently-renewed interest in early childhood education has led to a proliferation of ideas about what are appropriate educational experiences for young children. For example, the establishment of numerous programs based, to a greater or lesser extent, on the Montessori method have been organized throughout the nation. New programs are being developed to provide compensatory education for disadvantaged youngsters. The extrapolation of child development theories has also stimulated new curriculum concepts. All of these approaches to early childhood education presently provide alternatives to the traditional approach to kindergarten education.

While it is easy to label any particular approach to kindergarten education as a "good" or "bad" form of education for young children, it is useless and possibly even harmful to do so. Most of the programs have something constructive to offer. It is suggested that a strong, selective program for the young child could be built from the positive components of various contemporary approaches.

The Traditional Kindergarten

Traditionally, kindergartens have stressed social, emotional adjustment, physical development, creative expression, and preparation for formal schooling as their major goals. Free play, milk or juice, resting on mats, show and tell, group story times, organized rainy day games, music and rhythm, handwork, the celebration of all holidays, block building, large muscle development units, and centers of interest characterized these kindergartens which saw their prime in the thirties and forties.

Montessori

The Montessori program is generally characterized by a prepared environment of self-correcting materials. In a serious atmosphere, children are offered highly individualized learning tasks. Tasks of specially designed materials are sensory-motor in nature, sequentially arranged, and require specific steps in manipulation. They are often related to practical life experiences. The role of the directress is to prepare the environment, introduce the individual to tasks, and then retire to the background letting the child teach himself. He is given freedom to select materials from among those to which he has been introduced. While time limits are not given, he is expected to complete a task and is allowed to repeat it as often as he wishes.

Critics of the Montessori approach point to the almost exclusive emphasis on individual activity and silence games as seriously limiting the opportunity for language development, creativity, and social interaction.

Head Start

The Head Start program was initiated by the federal government to provide compensatory education for the disadvantaged pre-schoolers. While the content of Head Start curriculum varies greatly from classroom to classroom, there are certain characteristics of all programs which generally appear and which are worthy of note. Programs concern themselves broadly with the development of the child rather than with academic learning alone. The health and nutritional condition of the child are accepted as a program responsibility; medical and dental examinations and treatment are provided, as well as hot lunches and snacks. Provisions are also made for social services to the disadvantaged family.

Parent involvement and community participation are major components of the Head Start concept. The program is seen as an extension of the community; hence, the parents have an opportunity to influence and control program policy. As parent participation and involvement increase, so the understanding of their own children increases, as does the ability to participate in community decisions. This allows the impact of the school to be felt far beyond the boundaries of its building walls.

Bereiter-Engelmann

Among the many programs developed for

disadvantaged children, a controversial one is the Bereiter-Engelmann approach to early childhood education. Diagnosing the problem of the disadvantaged child as his failure to learn reading, language skills, and arithmetic, the developers have designed a program to focus clearly on these learning areas. Classes of five children in these academic areas are rotated on half-hour schedules. Music and art are treated as total group activities. The method of instruction is almost entirely verbal. A great many imitative responses are demanded from the children, and rewarded by reinforcement techniques. Social and emotional development are considered irrelevant. The self-concept is thought to be adequately developed by success in these academic fields.

Motor-Sensory

Some programs have as their major objective the structural, sequential training of specific motor abilities. Frostig's model, which emphasizes visual-motor perception and Kephart's preoccupation with motor coordinations are representative of this approach.

The distinguishing feature of the motor-sensory approach is the emphasis on training. Some educators tend to make motor-sensory training almost the whole program. Others see its value in terms of individual children with specific learning disabilities. As a group, however, these programs should not be confused with those which provide and encourage sensory-motor experiences, but viewed as best achieved through the child's somewhat freer interaction with his environment.

Developing an Eclectic Approach

By synthesizing the positive aspects of the foregoing approaches, an effective eclectic program can be designed that will be most appropriate in serving the educational and developmental needs of young children. This eclectic approach views the content of the program as the means of achieving the educational aims rather than as an end in itself by incorporating positive components of the several approaches. The eclectic approach will:

- Be related to community needs and concerns. The community will control policy.
- Involve parents as well as children, with parents active in teaching as well as in learning roles.
- Concern itself broadly with the development of the child.
- Present intellectual challenges to the child.
- Allow for individualization of content and structure for each child.
- Acclimate the child to the demands of group living.
- Provide children with skills needed for successful school achievement and for understanding the physical, social, and symbolic world.
- Be activity oriented. Children will not only have freedom of physical movement, but be involved in intellectual responses dealing with the experiences offered.

THE DEVELOPMENT OF A HEALTHY SELF-CONCEPT

A HEALTHY SELF-CONCEPT

a sense of trust
a sense of autonomy
a feeling of confidence through success

IS DEVELOPED BY

helping to deal with feelings

- anger
- insecurity
- frustration
- fear

providing an opportunity to reflect himself

- in mirrors
- in photographs
- from tape recordings
- in interactions with others

No single curriculum nor program plan can, or should be, devised to meet the varying requirements of every community, school, teacher, or child. The ultimate responsibility for planning for each individual group will reside with the kindergarten teacher. Many teachers will find it advisable to experiment with a variety of ideas and plans, and to work toward evolvement of an eclectic model. This may be based both upon their own experiences, and upon the steadily-accumulating body of knowledge about children; how they grow and develop, and the ways in which they learn about themselves and their rapidly expanding world.

The key to a dynamic program for young children is a creative, resourceful teacher, with a zest for learning and living. The importance of actively involving parents, teacher-aides, and other adults within the community in the planning and operation of the kindergarten program, itself, is becoming increasingly clear.

A good day for a kindergarten child needs to be vital, satisfying, and "mindstretching," without becoming over-stimulating or threatening. He needs a program in which play is valued for the learning opportunities which it can provide, and for which there is ample provision for time and equipment. He can grow best in an atmosphere in which uniqueness and originality are prized; one in which creativity is welcomed and fostered. He responds least well to stimulation, or lack of it, in an environment in which there is a conscious or unconscious effort to force him into teacher-conceived patterns of "public school behavior."

Observers often misunderstand the place of play in a kindergarten program. They see a room equipped with "toys" and children enjoying themselves, busily imitating adult behavior or learning informal games. What an adult often thinks of as play is, to a child, the business of living. In this way, he learns what the world is like and what his capabilities are. He tries on the roles of the adult world. Concentrating on problems and discovering and testing possible solutions are intrinsic elements of a child's play and can become habitual learning patterns. Play is the vehicle of learning for the young child.

Fortunately, most kindergarten children insist upon being active participants in the total learning process. No two children within this, or any other age or developmental group, are exactly alike, but we can observe many similarities in life-styles, thinking, and behavior.

ENCOURAGEMENT OF POSITIVE FEELINGS AND ATTITUDES: THEIR SIGNIFICANCE TO LEARNING

GROWTH IN POSITIVE FEELINGS AND ATTITUDES

curiosity
appreciation for creativity
open-mindedness
acceptance of self and others
satisfaction in accomplishment
joy in discovery
willingness to accept responsibility for group membership
acceptance of constructive criticism
realistic understanding of abilities and limitations

IS DEVELOPED BY

acceptance of the child
positive reinforcement
goals for the individual designed for immediate success
exposure to people with differing roles, backgrounds, and values
challenging equipment and materials
self-evaluation
wide range of choice
freedom to experiment, explore, and discover

Dr. Milton Akers,[1] speaking in Urbana to a statewide preschool clinic, outlined three basic goals toward which kindergarten teachers must strive:

Development of a healthy self-concept.
Expansion of the natural learning drives of children.
Fostering of positive feelings and attitudes about learning.

These have been developed more fully as the goals of an eclectic program.

One of the developmental tasks of early childhood is that of developing a sense of autonomy. The feeling of being a person with the abilities to "be big" and do things for himself is most necessary to the young child. Erikson[2] emphasizes that programs should provide many opportunities for success, and program directors should find many opportunities to make children feel confident and happy with their accomplishments.

The kindergarten day will be filled with occasions which demand the friendly supportive action from adults in charge. Young children are extremely sensitive to criticism, and shy children can be quite easily upset by an abrupt response from a busy teacher. One argument for a lower teacher-pupil ratio in kindergarten classes is the young child's need for personal attention from his teacher.

Research experiences have provided us with many techniques for helping disadvantaged children to become aware of themselves. Disadvantaged children often have a special need for developing this self-concept of how they actually look. Mirrors in the housekeeping area may proyide a child's first concept of how he actually looks. Personal photographs are sometimes used to advantage, and songs containing the child's name are suggested for helping him to become aware of himself as a person. Many children in public schools need this help.

Thinking well of oneself implies the acceptance of one's feelings. Young children often need the support of an understanding adult in learning to deal with feelings of anger, insecurities, and frustrations. The development of a sense of trust in others, and an acceptance of oneself as a worthy person, able to do things, becomes an extremely important goal, if we remember that future personality development depends upon these achievements.

EXPANSION OF NATURAL LEARNING DRIVES

GROWTH IN

skills of locomotion, climbing, manipulation
language and communication
curiosity
understanding of natural phenomena
quantitative thought
reasoning and conceptualization
distinguishing between real and fanciful
expanding relationships with people
awareness of world from immediate surroundings to outer space

IS ENCOURAGED THROUGH

dramatic play
challenging material and equipment
centers of interest
free flowing conversation
time for one's self
exploration and discovery

IS INSURED BY TEACHERS PLANNING FOR

role playing
community resources
enriched environment—indoor and outdoor
presentation of stories, poetry, and music
group discussions
creative expression
problem-solving

The young child usually meets each new learning experience with curiosity, open-mindedness, and a sense of wonder. It is the responsibility of adults to keep this enthusiasm alive. Some children enter school with this enthusiasm already dulled. By encouraging the child with positive reinforcement, by leading him on with questions, and by making resources available to enlarge his horizons, the teacher can rekindle this enthusiasm for learning and encourage its growth. His frequent questions of "Why?" are basic to experimentation, exploration, and discovery. Searching for solutions to problems which may pose new ones strengthens confidence in his ability to trust his own ideas.

No matter how much a child may accept himself, no matter how much he attempts to learn, the whole gamut of feelings becomes important in its own right. A child must learn to cope with emotions. He must learn to channel and control the strong ones and to capitalize on the positive ones, in order to grow into an acceptable member of a group. This is one of the goals in a society for which the schools must assume responsibility.

The way in which a teacher accepts herself and approaches her tasks sets the pattern for the attitudes which the teacher has about others. The effectiveness of the learning experiences in school are, to a large extent, determined by the teacher's willingness to accept children from varying backgrounds with varying degrees of development, and to plan constructive programs for them.

The child who is given the freedom and responsibility of making choices within his abilities is one who has started on the path to becoming a responsible citizen. When children become absorbed in strong emotions of despair, helplessness or frustration, learning becomes blocked. Joy in discovery and satisfaction in accomplishment lead to the development of personality and strengthen learning. Positive attitudes toward school and toward learning itself are strengthened.

Basic learning drives and goals are revealed by the questions and conversations of children, and can lead to significant curriculum planning. The teacher selects and pursues the interests of the children with the aim of helping them to satisfy their needs for self-fulfillment. A balance in programs for young children is necessary, so that no one phase of development will be neglected nor over-emphasized. In the past, the concern of nursery/kindergarten teachers for the physical, social, and emotional development of children may have led to the neglect of their intellectual and cognitive learnings. With the knowledge explosion, the reverse appears to be true. Some educators, and researchers in particular, are tempted to provide many kinds of directive materials for children's use in order to emphasize cognitive development. The practice of forcing kindergarten children into first grade materials and structures inhibits natural learning drives and places undue pressures upon them.

Concepts are formed by acquiring fragments of information which are then ordered into an organized pattern. Young children learn best when they are actively involved in first-hand experiences; when they can play-out or work-out an experience; and when activities are commensurate with their developmental needs. A young child rehearses what he knows by talking about it. Talk and more talk is one of his predominant characteristics. Through listening to his conversation, the teacher gains insight about the child, as well as direction for curriculum planning.

Bruner's[3] concept of a spiraling approach to subject matter may be used as a guide for curriculum building with basic concepts recurring in increasing depth of understanding. Robinson and Spodek[4] advocate the "structure of the disciplines" approach. They suggest that children should not be taught key concepts in any of the subject areas in a direct manner.

In a desire to provide intellectual learnings for children, it is quite easy to value products and results, and fail to stress the processes by which these learnings are achieved. Piaget emphasizes that children need to explore and discover but should discover and generalize from meaningful educational experiences.

The significant experiences planned for and by the children can be organized in units of work, centers of interest, group studies, or any other way that allows for individual initiative and creativity. Such an organization must afford children the opportunity to work singly, in small groups or, occasionally, in the large group. It is generally understood that no two children will profit in the same degree from a given experience, but on the next occasion, it is hoped that other concepts will be added and that learning will spiral. This kind of teaching does not emerge; it must be planned.

The roots of the content areas are established in the kindergarten. Creative arts, physical education, language arts, mathematics, science, and social studies are included, but special time in the daily schedule is not allocated to any of them. The children's learning experiences will cut across all major content areas and will be embodied in the discovery and exploration taking place, especially during the activity or work period.

Creative Arts

In setting the stage for learning in the kindergarten, creative art materials take an important place. Young children need opportunities to create with easel paints, finger paint, soap paint, string painting, clay, play dough, cutting, pasting, collage construction, and simple wood work. Teachers are aware that the results are not to be emphasized. Manipulation of material and experimentation in their uses are of infinitely more importance to the learning process. If children are given many interesting experiences, they are likely to approach art media with imagination and an ever-increasing skill. Many of the media bring them to terms with their environment and furnish a release for frustration and tension.

Young people go through at least four stages in the use of various art media. Authorities differ as to the number and types, but most agree that first attempts are manipulative and experimental. Accidentally, and later, intentional design usually characterizes the next stage.

Symbolic, or semi-abstract are descriptive of art work which has meaningful content for the child artist but is not yet recognizable to the adult. Such forms may be preplanned, or more likely, named and renamed after rendering. Sometimes, as in painting, there is a running monologue which accompanies the action. "And then the snow covered up everything," says the child as he covers his work with a complete wash of paint. In time, the child will reach a more realistic stage of representation.

Art is a medium through which the young child can express his ideas and feelings in nonverbal form. For him, the process is far more important than the product. The wise kindergarten teacher will give art an important place in the program. He or she will ensure the necessary freedom for experimentation in the different media.

Esthetic exposure is also a valuable aspect of art in the kindergarten classroom. Thus; toys, colorful prints, furniture, and other classroom objects should be selected with awareness of their esthetic qualities, as well as their educational function.

Dramatic play occurs spontaneously throughout the kindergarten work or play period. Creative expression may take the form of dramatization, dramatic play, or role-playing. It grows out of the experiences of the child plus his imagination. A housekeeping corner, a woodworking table, or the block building area, and the large wheel toys provide excellent opportunities for dramatic play, undirected, or with little guidance from the teacher. Here, children may try on roles of parent, worker, child, friend, or baby. Each child can "play out" his individuality asserting "self" in the role he has chosen.

Activities: trips to the grocery store, the airport, the fire department, or the shoe repair shop, can result in delightful role-playing and dramatic play. After an excursion, while interest level is still high, the imaginative teacher can guide young children into some very real and worthwhile creative experiences.

Dramatization is the most structured form of creative dramatics. After many "tellings" of a favorite story, the children may become thoroughly familiar with the story and the various characters. The teacher can create a flexible situation in which a child may suggest "playing," or "acting out" the story. Some children may add their individuality and spontaneity to a role, while the more timid child can still participate within the structured pattern of the story.

Music should be an integral part of every child's kindergarten experience. Such important objectives as appreciation, sheer enjoyment, and the first steps in attaining musical competencies, deserve a daily time for music with some attention to sequential development.

Young children begin to sing in a limited-range pattern. Most can successfully match three or four adjacent tones somewhere between middle C and A above. As singing ability develops, the lower range increases somewhat, and songs with five to seven adjacent tones may be selected. A few more competent and mature young singers may progress to an expanded range of seven or more adjacent tones.

Songs with repetitive patterns and phrases are particularly attractive to the young singer. At first, he may listen to the teacher or to a recording artist model the song. Shy beginners can usually be encouraged to join in on a catchy, repetitive refrain.

The teacher can personalize songs by using names of the children in greetings, references to familiar things, and new words to fit special occasions. She should also encourage children to sing spontaneously, to play simple instruments, and to express their feeling for rhythm through creative body movement.

Listening is not only the key to tuneful singing, it is the core component of all musical experience. It is important that teachers develop in children an awareness to the many sounds around them by listening to such things as the pitter-patter of the rain, the high and low tones on the piano, the fast-slow, even-uneven bouncing of a ball, and the loud and soft sounds of bells. Listening is emphasized when children hear a

story or are exposed to recorded music.

Kindergarteners enjoy gathering around the piano, autoharp, or guitar to sing. It does not matter if some of the singers do not sing "in tune" as yet. They will improve with frequent practice.

Chanting the words and clapping the rhythm will make learning the song easier. Making up new words to a certain rhythm or melody is great fun. Children delight in moving to music—they like to skip, gallop, march, jump, walk, or tiptoe. Songs, poems, chants, and musical stories offer many opportunities for movement and dramatization. Kindergarten children need lots of space in which to move.

Basic instruments for use in kindergarten are tom-toms, triangles, tambourines, rhythm sticks, wood blocks, jingle bells, melody bells, and coconut shells. An autoharp and/or piano is essential for playing accompaniments.

A kindergarten teacher sets the stage for creativity when she accepts and encourages the individual responses and creative ideas of children.

Physical Education and Outdoor Play

Provision in the kindergarten must be made to meet the need for developing large muscles and motor control. A kindergarten room should be large and equipped with many centers for providing vigorous physical activities or collective activity. Sawing, hammering, rolling, skipping, somersaulting, hopping, walking on the balance beam, and jumping are all types of physical activities or collective activities which can be performed indoors when necessary. Bean bags and medium-to-large-sized balls give children practice in throwing and catching. Creative dance steps and moving to music provide other opportunities to improve body movement.

An outdoor play area is a must. Rarely is it advisable for the kindergarten to share the playground with another group, although it may be used by others when not being used by the kindergarten. A shed to store tricycles, wagons, wheelbarrows, and other outdoor equipment is a great convenience to the teacher.

Running, climbing, crawling, pedaling a tricycle or small bike, and all sorts of vigorous activities can be carried on in the fresh air and sunshine of an adequate outdoor play space.

Some groups of children may build their own space ships or fire engines from packing boxes and scrap lumber. Some plant, care for, harvest, and eat their own garden vegetables. Gasoline stations, freeways, and traffic patterns may be laid out for tricycles. The discovery of an anthill, a cocoon, the varying patterns and colors of leaves, or the shape of a snowflake can happen only in a classroom that may be extended to the out-of-doors.

Language Arts

The child arrives in kindergarten with his own vocabulary and basic language patterns which mirror his past experiences. The kindergarten teacher begins to build learning experiences based on the thinking, speaking, listening, and reading competencies of each child in a relaxed atmosphere which provide opportunity for the sequential development of the communication skills.

Recording a child's own stories, which evolve from kindergarten experiences, helps a child to begin generalizing reading-readiness skills which develop a feeling for what reading is all about.

Listening and speaking experiences evolving from natural kindergarten experiences will increase the child's vocabulary and his sense of language structure, increase his ability to discriminate sounds in our language, and retell experiences using an appropriate sequence.

If a kindergarten teacher is cognizant of the development of the communicative skills, young children can experience a stimulating as well as productive language arts program without formal structured periods of skill drill, so often characteristic of some formal readiness programs.

There are many exciting materials and activities to help each child develop appreciation in the language arts through listening to stories, enjoying poetry, conversing with the teacher and with each other, solving problems, and expressing himself creatively through language, dramatization, and role-playing.

Some activities which contribute to the appropriate development of positive attitudes, appreciations, and skill in language arts are:

Listening to stories told by other children or read by the teacher, aide, or volunteer; listening to records, tapes.

Dictating experiences as the teacher records them.

Experiencing poetry read by an adult which provides opportunity to enjoy sounds, create new sounds, laugh at unusual combinations of words, sense the rhythm of running, skipping.

Showing objects, discussing incidents, making plans, and talking about news of interest all contribute to skills of speaking and listening.

Engaging in dramatic play, spontaneous and free, to allow a child to mimic life as the adults with whom he has had firsthand contact. This provides opportunity for conversation, listening, learning new words, clarifying the meaning of words, and social amenities.
The teacher's responsibility in developing these skills must include:

Interesting opportunities for learning through trips, pictures, films, children interaction, contacts with other adults, recordings, books.

Providing space, materials, and time for the learning activities.

Reading

The teacher, reading to children and sharing literature through storytelling, poetry, and picture books, provides a model for reading while giving the kindergarten child a taste of what delights await him within the covers of books. He sees her use reference materials in locating answers to his questions. He sees her write down what he says and begins to generalize that what he says can be written; that others can read it now or later.

The use of his name on his own belongings, signs and labels written for him, or copied by him, when needed in dramatic play or in other activities, may be the first step in actually reading printed symbols and may lead to individuals asking questions about letters, sounds, likenesses, and differences.

A few children will be ready for more and more such activities and profit from individual instruction in reading. Other children will show little interest in such experiences, and should be encouraged to turn to challenging activities obviously accepted and valued by the teacher, but more appropriate to their current interests, skills, and abilities.

Pressures to begin formal language arts instruction earlier are evident at the kindergarten level. Teachers should utilize the information pertaining to the maturity and experiential background of each child in the selection of activities which will contribute to reading, listening, speaking, and writing skills.

Science

Most children are enthralled with the wonders of nature and full of questions, such as "Why does it rain?", or, "Do fish sleep?" Many treasures are brought to school—a colored leaf, a sparkling rock, or a wiggling worm. The teacher wisely utilizes these interests.

However, complete dependence upon the incidental method of teaching science is inadequate. Children's interests are limited by experience; therefore, it is the

teacher's responsibility to broaden the experiences, stimulating the development of new interests.

In cooperation with science teachers and consultants, the kindergarten teacher prepares a list of specific learnings in the major areas of science: living things, the earth, the universe, matter, and energy. With this outline in mind, the teacher can effectively utilize the incidental experiences, the child's interests, and the planned specific activities without adhering to a rigid schedule. Care must be taken to extend the program beyond "nature study."

Science affords the child the opportunity to engage in a variety of activities. Certainly, each child should have time to experiment, observe, to make some generalizations, to try it again, and to have the teacher record the results for him. The science center is a place where a child is able to take a cup of snow, let it melt, and measure the resulting water; or to put objects in a small container of water to see which will float and which will sink, or to watch worms crawl in a transparent container to see how they move. This must be an area where a child can look, touch, smell, taste, hear, and feel things. It is not a "display" center.

Adequately planned field trips for a specific purpose enhance the program. Resource people—classmates, older children, parents, and people from the community, can make valuable contributions. The teacher will select resource people carefully, prepare them for the type of information sought by the children, and arrange the room setting and time schedule so that small groups of children, or an individual child, can communicate with them.

Mathematics

The development of modern mathematics programs gives new direction to the teacher in developing the program for the kindergarten. Study results indicate that children can deal with mathematical concepts at a much earlier age than was previously considered. With the advent of modern mathematics programs came a change in emphasis from computation skills to the development of concepts, from the "how," to the "why." Mathematics is presented as a system of fundamental properties and relationships. A child can, and will, discover these relationships and properties if experiences are provided where he is challenged to question, investigate, and test his ideas.

The teacher must remember that concepts develop over a period of time as the result of many repeated and varied experiences. Understanding can best be developed by the child as he experiences quantitative relationships as a part of living. His use of the manipulative materials is crucial in the development of concepts. The kindergarten teacher must not yield to pressures or the temptation to drill children in skills, or to the premature shift to the use of abstract symbols. The best kindergarten mathematics program offers children the opportunity to solve problems of importance to them utilizing the concepts, understanding, and skills that they are developing.

In developing a mathematics program for the kindergarten, the teacher will need to:

- Understand the objectives and the sequential continuum of the mathematical concepts in the program adopted by his school.
- Evaluate each child in terms of how he learns and where he is on the mathematics continuum.
- Evaluate the daily experience of the kindergarten in terms of the mathematical concepts that can be developed or utilized. (the "incidental" not "accidental" experiences).
- Plan specific activities to insure a well-rounded mathematics program. A child should have experiences which will involve the use of quantitative thinking and vocabulary in the areas of number, operations, measurement, relationships and proof. The child has many opportunities in his daily

activities to match in one-to-one correspondence: cookies to children, or spoons to plates.

Compare sets, the number of paint brushes to the number of paint cans.

Identify and compare shapes, such as those found in unit block sets, the circular shapes of a wagon wheel or the rectangular shape of a piece of paper.

Measure and compare (not necessarily using standard units of measure), the length of two or more blocks; the height of block towers; the weight of a container of sand to a container of pebbles; the number of cups of water needed to fill a quart container.

Begin building the idea of proof, the counting of children to verify that three boys and one girl results in a set of four children.

Social Studies

Young children of today are attempting to make sense out of the universe. In our era, their horizons have been expanded beyond global proportions. Through the medium of television, today's children have traveled to the moon. Faraway places on earth have been brought closer to children, and customs and dress of foreign nations are, in some areas, quite commonplace. Because today's "here and now" has become so expansive, children may develop many erroneous concepts, and it becomes the responsibility of the teacher to help children clarify meanings and relationships.

Historical events are not well understood by the fives because of their inability to deal with time. Holidays and birthdays of famous people may be discussed briefly. When a teacher reads a story about Abraham Lincoln, the child is likely to ask, "Did you know him when you were a little girl?"

The interrelatedness of people is a basic concept that will need to be explored. Young children are extremely interested in work and the people who do it. After a trip to the hospital, doctors and nurses come into the dramatic play, and their contributions to society can be noted. Not all children of five will grasp the concept of man's contribution to the work of the world, but a small beginning can be made.

Children are concerned with relating to their parents, teachers, and to their peers. At the kindergarten level, there must be ample opportunity to move about freely, choosing companions for play, and discovering how one must behave to become acceptable in a particular play group. At this level, children are not reticent to express their feelings of anger, frustration, or other strong emotions. Sharing and respecting the rights of others are learned behaviors. Sympathetic, accepting teachers can find opportunity to give individual help to children who are having difficulty in relationships and the channeling of strong emotions. The younger the child, the more open he is about his feelings. The importance of developing appropriate social behavior cannot be overemphasized, as feelings and emotions are basic to each child's personality development.

The basic premises of democratic living have their roots in a child's first steps away from home and family into the wider group experiences of school. Kindergarten is a place where children of different cultural and ethnic backgrounds come together to work and play. Each child brings with him a part of his past experience and his acquired prejudices. Children learn from each other. Human beings have more "likenesses in common" than differences. It is necessary that a teacher become sensitive and understanding of these relationships in order to impart to young children the basic concepts of democratic living.

Division IV

Planning for the Year

THE BEGINNING DAYS OF SCHOOL

In a school where there is an ongoing program with parents, the introduction to school will be a shared responsibility. The impact of this sharing is highly significant to the school life of the child, as well as to the home relationships. Because parents need to feel reassured that the child is going to have a good school experience, many schools hold an initial parent meeting prior to the beginning of the year. At this meeting, the school staff is introduced; the tentative outline of the school year and the basic structure of a school day are presented. Specific problems and needs are discussed. Such topics as clothing, trips, snacks and lunches, health regulations, school policy, parent conferences, and transportation may be topics of genuine interest to both parents and teacher.

The sturdiest five-year-old may find the first few days of any new experience away from home and family an emotionally and physically tiring experience. For this reason, the first days of school adjustment must be carefully planned. Some schools allow small groups of children to attend for part of a session before meeting the entire group. Others have part of the group attending successive days during the first week. Still another plan uses gradual introduction of children starting with a small group and adding a few more each day.

In spite of careful preparation and planning with child and parent, a few children may find the first day of school so emotionally upsetting that it is wise to ask the mother to stay in the classroom, or just down the hall where coffee is being served by other mothers. The child does not feel deserted nor rejected when he knows his parent is near at hand. If an occasional five-year-old needs to sit by mother while he observes the other children for the first hour or so, the teacher is wise to invite the mother to stay until he feels comfortable.

The simplest centers of interest are set up ready for the child: some of them familiar, and some new and challenging, some reflecting home environment, and some pointing toward the new world of school.

While a good school beginning is the first step in developing home-school relationships, constant interpretation of the program and a continuous conversation with parents are necessary to maintain a good school program. Re-evaluation of goals, and adjustment to the needs and growth of the children give direction to the program through the year.

CENTERS OF INTEREST

The kindergarten teacher arranges her room in learning centers, gathering together those materials which children need for any center of interest.

The location of these centers in her classroom is given careful consideration by attention to:

Availability of close supervision when children are learning to use tools or equipment safely.

Availability of water (preferably running) near centers where it is needed.

Accessibility to storage space where children may obtain and return materials, and thereby learn the importance of the order and classification of objects.

Arrangement of traffic patterns so that blocks will not be knocked down, arms bumped while painting, or dramatic play interrupted, and so that individuals and small groups can learn to concentrate.

Availability of adequate lighting.

The selection of these centers is one of the major tasks in planning for the year. Many centers are set up for use during the entire school year; others for short periods of time. The materials in each center will vary with new items being added while others are removed.

The maturity of the children, the previous use children have made of the center, the time of year, or the specific emphasis the teacher wishes to make at one particular time will determine which centers are added to those which are ongoing.

None of the centers is likely to include all of the suggested equipment and supplies at any one time. (A suggested list for purchase is given in Appendix D)

The following centers and materials are suggested, but those marked with an asterisk are usually available throughout the year:

*Block-Construction Center

Unit blocks, hollow blocks, and/or interlocking blocks provide children with important experiences in understanding space in its various dimensions and forms. They also provide essential preverbal mathematical experiences for the young child.

Block construction sets the stage for dramatic play activities which reinforce social studies learning for young children.

Essential to this dramatic play are toys which symbolize the equipment that children see in use in their environment: farm and road equipment toys, rockets, mounted steering wheel, farm and animal figures, and family figures.

Toys and autos that have diversity of function are preferable; for example, a dump truck in preference to an auto; a cargo boat to a passenger ship; a derrick to a racing car.

*Family-Living Center

Dress-up clothing—mens' and womens'; real hats of workers; a variety of dolls in age, sex, and color; child-sized stove, sink, refrigerator, pots, pans, dishes, beds, table, chairs, doll stroller, ironing board, iron, broom, mop, dustpan, telephones (at least two); doll clothes, shaving kit, stethoscope, "fix it" kit, and brief case. The appropriate props can easily and quickly change this flexible center into a medical clinic, a business office, a science laboratory, an artist's studio, or some other area of equal interest associated with an occupational role.

*Library Center

Picture and story books displayed on a table or bookrack in an inviting way. (Flannel board)

Listening Center

Tape recorder, earphones, language master, single concept films and projector, recorded stories, recorded poetry, recordings of their own voices, teacher-recorded learning materials are suggestive of multimedia developments which encourage listening and responding.

Music Center

Autoharp, ukelelee, melody bells, sticks, triangles, maracas, tambourine, drums, a record player and records, colored scarves for dancing.

***Art Center**

Easels, brown wrapping paper, newsprint, manila, construction paper, crepe tissue, large brushes, tempera paint, finger paint, playdough, chalk, crayons, scotch tape and paste.

***Indoor Large Muscle Center**

Indoor climber, rope ladders, balance beams, sawhorse, cleated boards, water table and toys—containers for measuring, molding, pouring, and sifting.

***Center for Outdoor Play**

Climbers, rope ladders, light weight ladders, large sandbox and sand toys, tricycles, wagons, garden tools, wheelbarrows, packing boxes, butterfly net, cleated boards in various lengths, sawhorses, large drain tile, balls, slide, butterfly net. (Arranged in zones as in the classroom.)

Woodworking Center

Workbench with vise, soft wood in various dimensions, hammer and saw, nails (large head).

***Center for Individual and Small Group Activities**

Puzzles, picture lotto games, picture domino cards; leggo blocks, hammer-nail sets, landscape pegboards, viewers, primer typewriter, matching games, manuscript alphabet, magnetic letters, parquetry blocks.

Nature Materials and Science Center

Seeds, acorns, leaves, bugs (a bug cage made from two 10" cake pans and a yard of screening), rocks, fossils, shells, magnifying glass, prism, magnets, batteries, battery lights, electric bells, balance scales, aquarium, terrarium, animal cages.

Center for Mathematics Manipulative Materials

Number games, puzzles, abacus, number sorter, measuring instruments, calendar, form boards of geometric shapes, flannel board with cut-outs.

Scavenging and Hoarding

Kindergarten teachers continue to merit their well-established reputations as collectors and/or treasure hunters. School storerooms and closets overflow with assorted boxes, cans, plastic containers of all types; spools, sponges, old purses, hats, high heeled shoes, and other bits of usable discards. If these are rescued in time from the trash can and hoarded, some item will become that all-important missing ingredient for which a child or group has instant need.

Teachers may scout the community; look for unclaimed items in lost and found centers; ask for discarded boxes and useful items at stores and shops; alert family and friends to needs and wishes. Children and parents may be the richest resources.

Blocks may be made by cutting, sanding, and varnishing various lengths of wood; uncooked macaroni, sand, feathers, buttons, bits of ribbon or cloth may be used for collage; wallpaper books, construction paper

scraps, or pictures for scrapbooks; old socks for hand puppets or bean bags; inner tubing and large cans for tom-toms and drums; pop bottle tops for counting games or play money; old jewelry for dress-up or collage; plastic containers for housekeeping, water and sand play, and/or storage of small items.

The use of discarded materials offers endless possibilities to the kindergarten program for utilization of creative ideas and abilities. Children have opportunities for working with familiar items and for developing appreciation of multiple usage of materials. Collecting can provide a working bond between parents, the children, and the teacher. The exchange of materials and ideas may be endless.

PARENTS' CONTRIBUTION TO THE EDUCATIONAL PROGRAM

In communities where there have been early childhood education programs with genuine parent participation, the children have profited from knowing that the home and school are working toward a common objective. A true partnership can be achieved in a framework of mutual acceptance, respect, and trust.

One of the contributions which Project Head Start has made to early childhood education has been its effective parent involvement program which represented a new trend in home-school relationships and a new approach to parental responsibility in helping to plan appropriate educational programs for young children. The teacher seeks to understand the assets and limitations of each family in order to know how to provide for the child. In this closer relationship with the school, parents are no longer overawed by the formidable and punitive aspects of the school as they remember it. As they accept this new role in the school, often in the classroom itself, they learn more about child growth and development, more about the way in which academic objectives for young children can be met, and become more supportive of the teacher and the school program.

The role of the parent as a contributing member of the educational team is still quite new to many, and meaningful participation is not easy in the initial stages. Some suggestions of ways in which parents can help are:

- Assisting during special learning experiences in the classroom (such as making soup).
- Sharing homes or backyards for culmination of neighboorhood walk.
- Accompanying the class on a study trip.
- Acting as resource persons for special studies and holidays.

Sharing skills and hobbies such as carpentry, sewing, music, photography.

Assisting as room mothers.

It is indeed rare for a teacher to be turned away from a home when she has gone in the spirit of mutual concern for the child, rather than with an attitude of prying, inspecting, or criticizing. The kindergarten teacher can be of real service to the total school program by building a foundation for parent involvment.

CHILDREN WITH SPECIAL NEEDS

Any kindergarten classroom may be expected to include children having a wide range of mental and physical abilities, personality and behavior patterns, and characteristics. Within this range, there may be one or more children who are readily identifiable because of special abilities, or lack of them; physical limitations as sight or hearing, or emotional or psychological difficulties. It is important for teachers and administrators to be aware of the limitations of the classroom, of the distinction between teaching and treatment, and to know when and how to seek professional help, and to make use of appropriate resources. It is frequently possible to meet the needs of an exceptional child in a regular classroom without shortchanging him or the remainder of the children in the group. Because the severity of the educational problem is often not easily recognized, any handicapped child should be referred to the director of special education for evaluation as to the child's best placement.

According to *The School Code of Illinois,* special programs for kindergarten age children must be provided for mentally retarded children, the speech handicapped child, those with orthopedic conditions, the blind and partially sighted, and the deaf and hard of hearing. Many new and interesting programs are being developed, such as programs with teacher teams of nursery/kindergarten teacher, and the special teacher; home visiting teachers, in both urban and rural areas who work with parents and children prior to school enrollment.

No single plan works best for all kindergarten teachers or with all children, but some suggestions may be helpful. Opportunities to experience success in any area, exposure to special activities or equipment on a structured or informal basis, or the widening or narrowing of limits, may be among those techniques which will be most effective.

Care should be taken to limit the number of exceptional children in a single group. There should be some evidence, after a reasonable length of time, that the exceptional child is able to profit from the experience without requiring an unreasonable amount of teacher time, and without otherwise detracting markedly from the quality of experience of the other children in the class. Teachers may find help for children through the Office of the Superintendent of Public Instruction, Division of Special Education Services. As a result of the mandatory legislation, Section 10-20.20, *The School Code of Illinois,* nearly 100% of the counties in Illinois now have the services of a director of Special Education. Information regarding Special Education Services and the name and address of the director may be obtained from the office of the Superintendent of the Educational Service Regio

The presence of an exceptional child in the classroom may be a rewarding experience for teachers and children. Sensitivity to the differences and the feelings of other children and learning how to help them are among the important outcomes to be valued.

DAILY SCHEDULES

Balanced Programs

Young children need programs that are balanced in many ways:

Exploration and discovery balanced by teacher directed activities
Individual activities balanced by group activities.
Creative arts balanced by the content fields.
Listening balanced by being listened to.
Vigorous play balanced by less active play.
Large muscle activities balanced by small muscle activities.
Firsthand experiences balanced by vicarious experiences.
Outdoor activities balanced by indoor activities.
A balance between the four phases of development, physical, social, emotional, and intellectual.

Balance is not achieved by giving equal weight, but by appropriate weighing of each.

Some young children profit by attending all day kindergarten but the experience can be emotionally over-stimulating and physically exhausting to others. It is the duty of parents, schools, and community agencies to work toward the best interests of young children. Kindergarten and their timetables are not sacred; children are!

The school day for Head Start and Follow Through Programs is extended to provide lunch with a short rest at school. The children are dismissed at 1:30 or

2:00 p.m. Children, not in special programs, should be furnished lunches when they are needed, and should be returned to their homes at 1:30 or 2:00 p.m. when necessary transportation is available.

These sample schedules are designed to show balance of activities and blocks of time. Each teacher will vary her schedule within these according to school facilities and requirements, and according to needs of her children, including nutritional requirements and the increase in maturity during the year.

Sample Schedules for Half Day Sessions

3 hour	*2½ Hour*
9:00-10:00	9:00-10:00

Activity-work period

This is the foundation of the kindergarten program. Children explore the centers of interest, the materials designed for stimulating intellectual and cognitive development, engage in dramatic play, or choose any art or craft material which has been put out for the day. Many activities are going on at the same time. Often, there can be both indoor and outdoor activities simultaneously if the teacher has an aide.

This time can also be used for trips, or for planning activities directed toward a unit of interest.

The teacher may give individual instruction, or do some directive teaching with small groups.

Neighborhood trips may be taken at this time, or during the outdoor play time. Special trips may take an entire morning.

10:00-10:20	10:00-10:10

Clean up, evaluation, and planning.

The children discuss progress of the activity period and plan for the following day.

10:20-10:45	10:10-10:30

Toileting, looking at books, and snack.

When toilet facilities are a part of the classroom, a special time allotment will not be necessary.

Rest needs will usually be met by a change of pace. A few children may need to lie down to rest.

10:45-11:25	10:30-11:00

Music and creative rhythm story and poetry.

When weather prohibits outdoor play, these activities and others may be extended to dismissal time.

11:25-11:55	11:00-11:25

Outdoor play.

12:00	11:30

Dismissal.

These time blocks may be used for afternoon schedules, but their order may need adaptation.

As the year progresses, time schedules will vary according to the maturity of the children.

A Sample Program for an All Day Session

Some districts with transportation problems may have an all day session. Extended outdoor play, lunch and snacks, and an adequate rest period are important features of the longer day.

8:30- 9:45	Activity period or work period, fruit juice, clean up.
9:45-10:20	Group meetings, sharing period, planning.
10:20-10:40	Snack.
10:40-11:00	Music, creative rhythm, or creative dramatics.
11:00-12:00	Outdoor play.
12:00- 1:30	Lunch, rest or sleep on cots.
1:30- 2:00	Individual quiet activities or small group story as children awaken.
2:00- 2:30	Creative rhythms, games, story.
2:30- 3:20	Outdoor play.
3:20- 3:30	Dismissal.

Evaluation of the Child's Growth

The teacher is continuously observing and evaluating the growth and behavior of each child. This kind of evaluation is important in her planning and in her selection of learning experiences throughout the year.

The teacher may develop check lists, profile sheets or other mechanical forms to aid in her observation, but she never loses sight of the child. Use of these forms may sometimes become mechanical. In perfecting her skill in observing and recording the behavior of each child, opportunities to help him to grow and develop become apparent to her.

Parents will expect to know how their children are progressing in school. Conferences with parents can be most effective in accomplishing this goal.

However, if a conference becomes a rehearsal of test scores and academic profiles, or comparison of children within the group, the results will be misleading. When a conference is well-planned, and there is mutual sharing of information about the child, the result can be beneficial to the parents, the teachers, and the child.

Informal talks, at the classroom door or in the grocery store, have their place. Released time for conferences provides opportunity for the teacher to present carefully recorded information, to share the child's work, to exchange ideas about the child, and to plan for his continued growth.

Division V

The Role of the Administrator

THE ROLE OF THE ADMINISTRATOR

Educational Leaders' Role in Early Childhood

The principal, as with the superintendent, is cast in a strategic role in education. When he takes full advantage of his position, he can play an important part in enhancing early childhood education. We are in an inventive period in education. Old ways of doing things are tumbling before our eyes as the drive to increase the effectiveness of the school program continues. We have not yet eliminated track systems, broken down the grade barriers, nor have we learned to teach inductively with the child learning the skills of inquiry, or the ways to live a full life in a democratic society, but we have caught the spirit of these things. The challenge now is much less one of inventing than of implementing the effective learning opportunities in our schools. Therefore, the principal and staff must continually search for better ways to achieve quality education programs for young children.

Many fundamental questions related to early childhood education are becoming an educational concern, and these must be taken into account by the principal in leadership responsibilities. Among the concerns of the Educational Policies Commission and the American Association of School Administrators is that the, ". . . general system of universal public education should be expanded and all children should have the opportunity to go to school at public expense beginning at the age of four."[5]

Some questions of concern, as yet unanswered are:

Should all four- and five-year olds be given the opportunity to attend preschools?

Should compensatory preschool education be expanded?

Should all children begin school at the age of three?

What type or types of schools should these children attend?

What difference does family experience make toward a child's readiness for school?

The administrator may wish to refer to *The School Code of Illinois*. (Relevant paragraphs may be found in Appendix E)

Specific Responsibilities and Teacher Expectations of the Principal

In achieving success in the development of an effective kindergarten program, the principal:

Keeps informed of current research and practice in early childhood education.

Provides funds for instructional materials, equipment, and physical facilities necessary to conduct an effective program.

Strives with the teachers to involve parents in the total school program to keep the lines of communication open.

Provides resource assistance and time for teachers to carry on curriculum study through such means as inservice programs; attendance at state and national meetings, intervisitation and intravisitation.

Participates as a member of the professional team in the continuous development and implementation of effective learning programs.

Provides special services for those young children needing help in special areas which require the assistance of such professionals as school health nurse, speech therapist, psychologist, and others.

Provides time for the kindergarten teachers to work with the primary teachers to develop a sequential program.

Selecting the Kindergarten Facilities

A normally-bright, sunny classroom can be adapted to the needs of a kindergarten, but care must be taken to see that floor space of 40 to 60 square feet per child is allowed. A rectangular-shaped room can be easily arranged for kindergarten activities. An L-shaped room, or one with nooks or bay windows can lend itself effectively to the program, if care is taken to see that large unobstructed space is available, and that the teacher can supervise the whole room.

Running water, sinks, drinking fountains, and toilet facilities should be provided in every classroom.

Playground facilities should provide at least 75 square feet of space for each child. If necessary, other primary grades may share a playground with the kindergarten but not simultaneously. Fencing may be needed if there are safety hazards such as traffic. Equipment for large muscle activity should be provided and a storage shed for wheel toys is desirable.

Pupil-Teacher Ratio

The American Association of Elementary-Kindergarten-Nursery Educators states that decent standards dictate that the kindergarten be a class of about twenty children, with one paid teacher and at least one aide, either paid or unpaid.

This does not eliminate the utilization of larger and smaller groups for specific activities when the program dictates and when space and number of personnel permits. There are times when a kindergarten teacher or a member of the supportive staff may, choose to work with one or two children for a period of time on some special need.

Selecting the Staff

In selecting kindergarten teachers, the principal chooses those who have a thorough knowledge and understanding of the growth and development of children, as well as a working knowledge of educational theories and practices for children of this age. The principal should look for distinct personal qualities, including empathy, warmth, and emotional maturity.

In Illinois, the kindergarten teacher must be certified, but (See Appendix E) the principal must look beyond the certificate for specific qualifications such as actual participation under supervision in a program for young children, either in preservice or inservice training. Specific programs leading to a major in early childhood education and in child development are available in several teacher education institutions of higher learning in Illinois, and more are being instituted. Graduates of these approved programs will meet standards for preparation suggested by professional organizations.[6] Many teachers graduating from elementary education programs are qualified for early childhood education as well.

Present certification requirements throughout the country are under discussion.[7] Some would certify teachers who have proven competency in the classroom no matter what, if any, college program they have pursued. The vulnerability of the child at this age, and the quality of the decisions required of the teacher each day, make the selection of staff for young children one of the most important roles for the administrator.

Teacher-aides

The principal should be familiar with the qualifications as established by the Office of the Superintendent of Public Instruction, in consultation with the State Teacher Certification Board, for the employment of teacher-aides who receive financial compensation.

These qualifications are as follows:

- Thirty semester hours of credit from a recognized institution of higher education.
- Good character and good health.
- United States citizenship.
- Compliance with that portion of Section 24-5 of *The School Code of Illinois* requiring physical fitness and freedom from communicable disease, and the statute requiring annual evidence of freedom from tuberculosis.

Persons with these qualifications may be involved in classroom instruction under the direct supervision of the classroom teacher.

Teacher-aides may be employed for classroom assistance, playground, and lunchroom supervision of young children, if they comply with Section 24-5 of *The School Code of Illinois*.

If teacher-aides are to work effectively as auxiliary personnel, they must possess such attributes as interest in working with children and compatibility with the assigned teacher. The principal should provide the necessary time and resources for the classroom teacher and teacher-aides to become involved in inservice programs to prepare for their respective cooperative roles in working with young children.

Inservice Programs

All professional and non-certified staff members need to be involved in a continuous inservice program which becomes an integral part of the total curriculum program.

Kindergarten should become an important beginning, as the total staff develops and implements an effective curriculum which is committed to:

- A statement of basic philosophy and point of view which begins with kindergarten.
- A study of the concerns of children which begins with kindergarten.
- A study of curriculum design with special reference to the problems of integration and articulation which begin with kindergarten.
- A study of school-community relationships which begins with kindergarten.

The schools are for the children; therefore, the total inservice program should reflect a sincere concern for the development of sequential learning experiences for all children beginning from the first day contact with school.

Working with Parents

Mothers, fathers, teachers, and principals are all important persons in planning early education programs. The importance of cooperation has long been recognized. As the teachers and administrators find creative and imaginative ways to work with parents, the more effective the learning experiences for the child will be. When parents are included in the school program, the more likely they are to support quality education. The quality of kindergarten education depends upon the resources and the support that a whole community provides. A good kindergarten emerges and survives only in a climate of public opinion based upon the understanding of the philosophy of early education, why it is necessary; how to help the children who attend; how, in the long run, it can contribute to a child's total growth pattern.

To develop this vital cooperation between home and school, the principal must provide time, funds, and leadership to assist the teacher in planning opportunities for parents to become involved in real dialogues. Parents must have an understanding of the goals of early childhood education, so that they may contribute to the education of their children.

The principal and teacher must build good personal relationships with parents. Parents must know their child's principal and teacher. Strangers are seldom able to communicate and rarely feel trust and confidence in each other. Since the beginning days of school are critically important, the principal and teacher should plan for an effective orientation program. They should:

- Allow a week before the opening of school for the kindergarten teacher to visit parents in the home or invite them to the school.
- Plan an interview where a parent tells a teacher about the child's early life.
- Plan, develop, and publicize a clear policy of school entrance requirements and registration procedures. (The need for securing health record and birth certificates should be made clear. Special fees, transportation requirements, and school schedules should be explained.)
- Begin to build pertinent information in the child's confidential file.

The principal should support the teacher in developing an ongoing program between parent-child-teacher. Some suggested ways to provide an ongoing program are:

- Use of telephone to chat with those parents who cannot come to school.
- Use room meetings to talk with parents about the program, young children, and special interests and concerns.
- Use parents in the classroom as participants to build a better program for the children.
- Use the newsletter to report to parents a sample story of what the children did and why they did it.
- Use individual conferences for teacher and parents to share knowledge about the child and his progress.
- Use parent visitation of class to observe the child working in the classroom environment.
- Establish a parent center in an informal space with a bookshelf and reading materials available where parents may browse, enjoy a cup of coffee, and informal conversation.
- Have children's books available to parents for sharing at home.

Through such a parent-school program, teachers, principals, and parents come to the realization that their educational goals for children are similar. They soon learn that they have much to offer each other; and, as a result of their sharing, all profit.

Suggested Equipment and Materials for Early Childhood Education Programs

Keeping in mind the ways in which children learn, selection of materials and equipment should be made on the basis of some of the following considerations:

- Contribution to implementation of goals.

Ability to suggest construction of equipment and inspire creative expression.
Ability to arouse curiosity and interest.
Safety, stability, and freedom from sharp corners and splintering.
Provision for physical activity and manipulation.
Ability to suggest dramatic play and communication of ideas.
Suitability of materials and equipment for group and individual use.

The use of appropriate equipment and materials, when wisely chosen by teachers and administrators, can foster important educational objectives of resourcefulness, creativity, responsibility, independence, and social and motor skills. A minimal list of equipment needs for an early childhood education program may be found in Appendix D.

Articulation Between Kindergarten and Primary Grades

Articulation should be carefully planned to provide a continuum in early childhood education, since for many years the kindergarten and primary programs have been separated in some schools.

Teachers of kindergarten and teachers of first grade need opportunities to plan together in an effort to achieve articulation. Each needs to know, often through viewing firsthand, what is happening at the other's level of education.

Educators need to be aware of children as individuals having different paces of development, different styles of operating in a classroom, and different educational needs. Diagnosing these needs at the individual level, and providing for these needs, would limit the concern for articulation, for child differences and child expectations would replace grade expectations. Artificial lines of demarkation should be eliminated, and children allowed to progress along a continuum unfettered by labels segregating kindergarten activities from primary activities.

Evaluation of Program

The administrator, in consultation with the teacher, will frequently ask himself: Do we have a good program for young children? Are we meeting the needs of children in this community? What are we doing to develop a healthy self-concept for each child? Are we fostering positive feelings and attitudes? Are we expanding the learning questions even though testing of academic achievement appears to be a relatively easy answer to questions about evaluation, but it does not answer these searching questions.

The following checklist is suggestive of the kind of evaluation which might be used to broaden the base for evaluation, looking beyond standardized tests. If there are few checks in the "yes" column and many in the "no," the conclusion that the kindergarten program needs scrutiny could be justified.

CHECKLIST FOR EVALUATION

YES!	NO!
1. Children talking and singing in learning activities.	1. Children sitting at tables or desks and learning to be quiet.
2. Children playing and working alone or in small groups.	2. Children waiting to see what the teacher wants them to do.
3. Children taking their own materials and equipment from open shelves and readily available storage.	3. Adult-chosen materials and adult-directed activities predominating.
4. Children using their own ideas in painting and drawing.	4. Children filling in coloring books or copying the teacher's pattern.
5. Children manipulating new materials and exploring their possibilities.	5. Adult dictating how to use new materials.
6. Children being given advance notice that it will soon be time to stop what they are doing.	6. Adult impatiently waiting for child to put away his work or doing the job for him.
7. Progress being praised.	7. Adult scolding or shaming a child for lack of progress.
8. Warm, friendly adult putting an arm around a child, giving a pat, or taking an upset child on her lap.	8. Adult aloof or cold in her contacts with a child.
9. Adult speaking to child calmly and quietly.	9. Adult shouting at child across the room.
10. Adult listening to children with interest and respect.	10. Adult talking continuously without chance for children to respond.
11. An understanding adult who tries to find out *why* a child misbehaves.	11. Adult labeling children "bad" or "troublemakers."
12. Adult accepting the child's feelings.	12. Telling a child that good boys and girls never cry, hate, or get angry.
13. Adult respecting the child's feelings.	13. Talking about a child in his presence.
14. The mother of a child upset by the first day, staying nearby.	14. Telling the mother of an upset child to leave when he is not looking; that he will just cry it out.

SOME CONCEPTS AND ISSUES

Development

As a child grows older, he changes. His body structure and the way it functions, his feelings, the way he thinks, his behavior are all different from what they were when he was a little younger. This ongoing process of change with age is called *development.*

There is a continuity and a regularity to the kinds of transformations which take place, and each stage of development is related to the one which preceded it. In the past we have been primarily concerned with what we can expect of the child at each age and stage. Today, we are more concerned with the *sequential* steps from one level of maturity to the next and the factors which either facilitate or retard the transformation.

Maturation

The older meaning of this concept is usually associated with Arnold Gesell, whose influence on preschool education is well known. Gesell thought of maturation as a genetically determined process which regulates all development, even that in which learning is a factor. Maturation came to be thought of thus, as a kind of internal ripening resulting in the acquisition of "readiness" in certain capacities.

The new knowledge of child development has caused some experts to discard the term, except when it refers to the process of becoming more mature. Actually, the concept does have important implications for early childhood education and probably should be kept and clarified.

Today, the term maturation does not necessarily exclude environmental influences (incidental experience). It simply designates those components of a developmental sequence in which the influence of specific practice can be excluded. Maturational influences may be more potent in the acquisition of some capacities, for example, the early motor sequences, while others are largely determined by learning.

Readiness

The child demonstrates *readiness* when he is able to profit from instruction. *Optimal readiness* for learning indicates that point at which a child can learn best, with least effort, and without undue stress. The term "readiness" is used most often in conjunction with the beginnings of formal instruction in reading and number work. The concept of readiness, however, may be applied to any contact or level of learning.

A child's developmental status, his motivation or desire to learn, and his prior learnings contribute in varying degrees to his state of readiness for a particular learning. It follows, that readiness for learning must be conceived in terms of individual children; and also, the selection of materials and methods of instruction.

The immutability of maturational rate is implicit in the recommendations of some authorities. Kindergarten retention; postponement of reading instruction; or more instruction at a slower pace are typical responses to low reading readiness scores prior to first grade entrance. The apparent goal is to help the child fit into a school system where reading expectancies do not match his slow rate of maturation. The book, *School Readiness,* by Ilg and Ames [8] represents this position.

There has been a significant change in our concept of readiness since the advent of Head Start. Such programs were designed to develop readiness, not just wait for it. Learnings prerequisite to school success were identified. Experiences which provided these learnings were made available to the children. Today's program planners no longer view readiness as the product of maturation alone. They are convinced that it can be and is created through the interaction of maturation and experience.

Intelligence

The three factors of intelligence are (1) *potentiality,* which refers to the genetically determined upper limits; (2) *capacity,* the level of mental development which

increases with age as the child interacts with his environment; and (3) *ability,* the child's intellectual performance level at the present time—his ability to cope with the tasks or circumstances of the moment.

The child's ability to perform on an intelligence test, for example, is subject to influence by many factors—especially his developmental level (capacity), and what he has learned to date. Probably few children reach their full potential at any level of mental development.

Cognitive

The term is from a Latin derivative meaning to become acquainted with or know; concerned with knowing. When teachers talk about thought processes and the manner in which a child comes to know the reality of the world in which he lives, they are discussing the cognitive domain. The sheer complexity of the environment is reduced as he develops the ability to differentiate its properties, to think about them in groups because of certain similarities, and to classify these grouped objects into a hierarchy of categories.

Learning

Learning is a modification of behavior due to practice, repeated similar experience, or training. It may also be thought of as the internalization of experience.

Individual Differences

Children differ from one another in terms of their growth rate, intelligence, school achievement, interests, body types, physical activity levels, personal behavior, and in dozens of other ways.

Group differences also exist as exemplified by the case of sex and race. Behaviors which appear the same in any group may be due to the shaping of the culture. It should be noted, however, that individual differences also exist within these groups.

Behavior Modification

Learning theorists point out that behavioral responses may be strengthened or weakened by stimuli which either precede or follow the response. The latter type behaviors which are strengthened or weakened by their stimulus consequences, are referred to as operants. The term *operant* indicates that the child operates on his environment to bring about a stimulus change. For example, he turns on the TV set to obtain a picture.

Stimuli which strengthen the behavior they follow are called *positive reinforcers.* Approval, candies, tokens, and points are familiar examples of these. Some operants produce neutral stimuli. Other behaviors are strengthened because they result in avoidance, termination, or reduction, or unpleasant stimuli; for example, spankings, ridicule, scolding. Such stimuli are regarded as negative reinforcers.

Behavior modification in the home and school settings emphasizes the positive reinforcement of desired behavior. For example, a young child who has difficulty in relating positively to other children might be praised for each tiny indication of social approach to another child. Similar positive reinforcers might be used for a non-verbal child's every effort at oral expression, no matter how minute. Immediacy of the reinforcement is of prime importance because delay can dissipate the reinforcement effect.

It should be noted that some behavior must be present before it can be strengthened. Reading cannot be reinforced in the child who cannot read, but the "bits and pieces" of behavior that make up reading can be positively reinforced. Thus, operant conditioning, the core concept in behavior modification, postulates a kind of successive approximation to a particular behavioral achievement through successive rewards along the way.

Unfortunately, the same reinforcers do not necessarily work for all children, nor for any one child at all times. The trick is to find the most appropriate and potent reinforcement contingencies. Candies are inappropriate for the child who is allergic to chocolate, hates candy,

or has an upset stomach that day. A second trick is to ensure the immediacy, and, hence, the effectiveness of the reinforcement. Despite these two knotty problems, behavior modification is being field tested in an increasing number of classrooms.

Fundamental Positions on Early Education

It would appear that the various approaches and organizational patterns of early childhood programs, both past and present, stem from three broad fundamental positions. Kohlberg[9] (1969) has identified these as (1) maturational; (2) cultural training; and (3) cognitive-developmental.

Maturational
This view holds that the most important part of a child's development is that which comes from within him, and that the most appropriate preschool environment is one which will facilitate but not force the unfolding process. The so-called "traditional preschool" most often associated with the work of Gesell, is representative of this position.

Cultural Training
Advocates of this view assume that the important part of a child's development is his learning of the important knowledge and rules of his culture, and that the preschool should focus its efforts on the direct teaching of such content and rules. The Bereiter-Engelman program has its roots in this basic position; as do many other perschool programs which consistently employ Skinner-inspired teaching materials, techniques, and programmed instruction to teach specific content and skills.

Cognitive-Developmental
Sometimes referred to as the "interactional view," leans heavily on the work of Piaget. It is assumed that the child's mental structure develops in cognitive stages which are sequential and invariant, and which emerge naturally as a consequence of the child's interaction with his environment. General experience and especially sensory motor experiences are considered essential for cognitive development at the preschool stage.

Structured vs Unstructured Programs

All early childhood education programs have structure in that all involve some kind of planning. The issue is not one of structure vs lack of structure, but rather the degree of flexibility, the diversity of materials, and the range of the learning experiences available to the child.

Some programs set tight limits on behavior, allow only prescribed ways of using materials, and present skills and content in a prescribed way according to a fixed sequence, and at a set time. There is little freedom for self selection of materials and activities in such highly structured curricula. On the other hand, programs which feature free play and free choice of activities also structure the environment, usually according to a time schedule and a planned sequence of events.

It is possible that most programs would benefit from some carefully structured and some less structured presentation of learning experiences. If we accept the idea that mental development itself has structure and advances in stages, then it follows that early childhood education programs should be sensitive to developmental levels and should so structure the environment as to maximize the match between each child's skills and interests and the challenge of each learning task.

Team Teaching

One of the newer methods of organizing groups of children for instruction is called team teaching. Team planning and evaluation are imperative to its success. Such teams may consist of one or two lead teachers; or a combination of lead teachers, assisting teachers, and teacher-aides. An example of this latter type may be observed in preschool classes for the deaf and hard of hearing where a teacher and two special education technicians work as a team.

Team teaching leans heavily on two assumptions: (1) that children will receive the benefit of instruction from the most capable teacher in a particular field, and (2) that exposure to more than one teaching personality will provide increased intellectual stimulation.

Group size may be expanded or contracted as activities change, but small group work predominates. Perhaps the most important characteristic of team teaching is the cooperative short and long term planning. Both planning and evaluation are team efforts.

Multi-Age Groups

Family type groups, in which ages are mixed, provide unique opportunities for social learning. The younger children learn through imitation-observing and playing with the older children. The older children also gain as they achieve model competency—helping and playing with the younger children. The British Infant Schools with children five to seven are prime examples of the multi-age groups. There, even reading appears to be almost effortlessly taught as the older child gains skill in reading to the younger children, and they, in turn, begin to imitate reading behaviors.

Early Reading

Reading is a rather complex process rooted in language and composed of at least two fundamental tasks—decoding and comprehension. The child is decoding print to speech when he recognizes the relationship between a particular printed work and its familiar spoken form. The ability to comprehend and interpret what is decoded would depend on a close match between the reading selection and the child's cognitive capacity to understand, interpret, and enjoy information and story reading.

Some children learn to read prior to school attendance. These children have usually experienced and enjoyed being read to regularly; have parents who value books and reading; and attempt to imitate the act of reading repetitively modeled by their parents and siblings.

Some children, who do not actually read before entering school, are highly motivated to learn this skill. It is possible that learning the decoding skills is more challenging, interesting, and enjoyable to the motivated younger child than to his older schoolmates. The experts, who advocate such a procedure, would recommend an optional, relaxed, and carefully planned program emphasizing simple learnings and the sensory motor mechanics of reading.

Footnotes:

1 A tape of this speech may be obtained from the Department of Curriculum Development, Division of Instruction, Office of the Superintendent of Public Instruction.

2 Erikson, Erik *Childhood and Society. 2 ed.*, Springfield, Illinois 62706. New York: W.W. Horton & Company, 1963.

3 Bruner, Jerome S. *The Process of Education*. Cambridge, Massachusetts: Harvard University Press, 1965, p. 52.

4 Robison, Helen F. and Bernard Spodek. *New Directions in the Kindergarten*. New York: Teachers College Press, Columbia University, 1965.

5 The Educational Policies Commission. *Universal Opportunity for Early Childhood Education*. Washington, D.C.: National Education Association, 1966.

6 "Preparation Standards for Teachers in Early Childhood Education" *Childhood Education*, November, 1967. Reprints available. Also, *Preliminary Report of the Ad Hoc Joint Committee on the Preparation of Nursery and Kindergarten Teachers*. National Commission on Teacher Education and Professional Standards, National Education Association, 1201-16th Street, N.W., Washington, D.C. 20036.

7 *Ibid*

8 Ilg, Frances and Louise Bates Ames. *School Readiness*. New York: Harper and Row, Publishers, 1965.

9 Lawrence Kohlberg, "Early Education: A Cognitive Development View," *Child Development*, Vol. XXXIX, No. 4 (December, 1968), pp. 1013-1062.

Division VII

Appendixes

APPENDIX A

ANNOTATED BIBLIOGRAPHY
OF SELECTED PROFESSIONAL BOOKS

I. Child Development - Psychology

Almy, Millie, et al. *Young Children's Thinking.* New York: Teachers College Press, Columbia University, 1967.
A research report which substantiates certain aspects of the Piaget theory and demonstrates its relevance to the education of young children.

Breckenridge, Marian E. and Margaret Nesbit Murphy. *Growth and Development of the Young Child.* Philadelphia: W.B. Saunders, 1969, 8th ed.
Views the child to age five in a comprehensive, practical way. Extensive bibliography.

Erikson, Erik. *Childhood and Society.* New York: W.W. Horton and Co. 1963, 2nd ed.
A detailed account of Erikson's theory on personality development.

Fraiberg, Selma H. *The Magic Years.* New York: Scribner and Sons, 1959.
Easily understood concepts of personality development. Considered a classic by many.

Gardner, D. Bruce. *Development in Early Childhood.* New York: Harper and Row, 1964.

Hartup, Willard W. et al. *The Young Child - Reviews in Research.* Washington, D.C.: National Association for the Education of Young Children, 1969.
Child development research reviews including: reinforcement, cognitive and conscious development, and role of play in learning. Introduction discusses how teachers can utilize research findings in the classroom.

Jenkins, Gladys. et al. *These Are Your Children.* Glenview, Illinois: Scott Foresman, 1966, 3rd ed.
About growth and development of children from preschool to ten years. In a condensed and practical form, gives norms for each grade level.

Leonard, Edith M. et al. *Foundations of Learning in Childhood Education.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.
Stresses the implications of democratic living for the individual child. Describes how to build a curriculum based on six major goals. The chapter on block play is helpful.

Maier, Norman. *Three Theories of Child Development.* New York: Harper and Row, 1965.
Jean Piaget, Erik Erikson, and Robert R. Sears theories are discussed and described as they operate in today's educational complex.

Murphy, Lois Barclay. *Widening World of Children.* New York: Basic Books, 1962.
A longitudinal research study of personality development from infancy to adolescent, focuses on "Paths Toward Mastery."

Smart, Mollie S. and Russel C. *Children: Development and Relationships.* New York: Macmillan Co., 1967.
Relates child growth and development to the personality theories of Erikson and the intellectual theories of Piaget.

II. Early Childhood Education - Programs, Curriculum, and Administration.

Anderson, V.C. *Reading and Young Children.* New York: Macmillan Co., 1968.

Beyer, Evelyn. *Teaching Young Children.* New York: Western Publishing Co., Inc., 1968.
Points out the great need for quality child-teacher interaction and for fostering positive attitudes toward learning. Anecdotes give it a refreshing practical approach.

Chukovsky, Korne. *From Two to Five.* Berkeley, California: University of California Press, 1963.
Translated from Russian, showing how children use and expand their language. Anecdotes add to pleasure of reading.

Cohen, Dorothy M. and Marguerita Rudolph. *Kindergarten: A Year of Learning.* New York: Appleton-Century-Crofts, 1964.
Excellent manuscript on entire kindergarten curriculum, the why and how it should be developed. Suggested teaching methods are empathetic and perceptive. Chapters on literature and language are excellent.

Foster, Josephine, and Neith E. Headley. *Education in the Kindergarten.* New York: American Book Co., 1966, 4th ed.

Frost, Joe L. ed. *Early Childhood Education Rediscovered.* New York: Holt, Rinehart and Winston, 1968.
An excellent selection of readings covering several view points and a wide coverage of early childhood programs.

Gray, Susan W. et al. *Before First Grade*. Early Childhood Education Series, 525 W. 120th Street, New York, New York, 1966.
A handbook of techniques and materials which have been successfully used with groups of disadvantaged children.

Hartley, R.E. et al. *The Complete Book of Children's Play*. New York: Columbia University Press, 1960.
A comprehensive discussion of play and play materials. Detailed section on books and films. Extensive bibliography.

Huey, J. Frances. *Teaching Primary Children*. New York: Holt, Rinehart and Winston, 1965.
A valuable basic book which covers teacher planning and curriculum development.

Hymes, James L. Jr. *Teaching the Child Under Six*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.
Written to convince administrators and parents of the importance of well-thought-through goals for programs for young children. The author has an introduction on articulation which should be of interest to all administrators.

Lee, Doris M. and R.V. Allen. *Learning to Read Through Experiences*. New York: Appleton-Century-Crofts, 1963.
Book focuses on learning to read through experiences. Authors imply that experiences encompassing all language arts contribute to reading development.

Leeper, Sarah H. et al. *Good Schools for Young Children*. New York: Macmillan Co., 1968.
An outstanding comprehensive coverage of the nature of the young child, the curriculum content, and organization of programs in schools, such as parent involvement, keeping of records, selection of physical equipment, and working with the exceptional child.

Moore, Elenora H. *Fives at School*. New York: G.P. Putnam and Sons, 1959.
Extensive description of school environment. Discusses programs for downtown and suburban kindergartens.

Osborne, D.K. and D. Haupt. *Creative Activities for Young Children:* Detroit: Merrill Palmer Institute, 1964.
Suggestions of creative activities for young children. Emphasis on inexpensive materials. Extensive bibliography.

Robison, Helen F. and Bernard Spodek. *New Directions in the Kindergarten*. New York: Teachers College Press, Columbia University, 1965.
Evaluates conventional kindergarten programs and suggests some fresh creative ways of aiding the modern child. Fine bibliography.

Sharp, Evelyn. *Thinking is Child's Play*. New York: Dutton and Co., 1969.
Reports research findings about cognitive development and how children think. Practical suggestions for games for young children are included.

Wann, Kenneth, et al. *Fostering Intellectual Development in Young Children*. New York: Teachers College Press, Columbia University, 1962.
Study concerned with ways to enrich children's programs. Investigation of children's concepts and role of teacher in fostering intellectual development.

Wills, Clarice, Lucille Lindberg. *Kindergarten for Today's Children*. Chicago: Follett Education Corporation, 1967.
Helpful ideas, particularly in regard to equipping a kindergarten, and planning science and nature study experiences.

III. For Parents and Teacher

Auerbach, Aline B. *Parents Learn Through Discussion: Principles and Practices of Parent Group Education*. New York: John Wiley and Sons, 1968. In cooperation with Child Study Association of America.
Basic understanding of need for education of parents. Various techniques are described; emphasis is placed on the relationship between teacher and parent.

Bailard, Virginia, and Ruth Strong. *Parent Teacher Conferences*. New York: McGraw-Hill, 1964.
Guidelines for teachers when they confer with parents; sets the stage for successful conferences.

Ginott, Haim G. *Between Parent and Child*. New York: Macmillan Co., 1965.
Suggests ways in which parents can listen to their children, keep lines of communication open, and maintain discipline and integrity. Light reading--a best seller.

Kawin, Ethel. *Basic Concepts for Parents,* Volume I in a series "Parenthood in a Free Nation." Lafayette, Indiana: Purdue Research Foundation, 1963.
Basic concepts and principles grouped under six major topics which parents should understand. Excellent guide for parent-teacher groups.

Kawin, Ethel. *Early and Middle Childhood,* Volume II in a series "Parenthood in a Free Nation." Lafayette, Indiana: Purdue Research Foundation, 1963.
Describes what children are like. Non-technical, and designed especially for parents.

Larrick, Nancy. *A Parent's Guide to Children's Education.* New York: Trident Press, 1964.
Directed to parents: sound basic principles, and good suggestions for activities. Annotated bibliography.

National School Public Relations Association. *Working With Parents.* N.R.A., 1968.
Focus on public relations begins in the classroom. A wide variety of school-to-home relationships are discussed.

Taylor, Katherine Whiteside. *Parents and Children Learn Together.* New York: Teachers College Press, Columbia University, 1967.
Established as guide for cooperative nursery schools. Has valuable suggestions for working relationships among parents and teachers.

APPENDIX B

SOURCES OF PROFESSIONAL INFORMATION

American Association of Elementary-Kindergarten-Nursery Educators, NEA,
1201 Sixteenth St., N.W.
Washington, D.C. 20036

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Association for Supervision and Curriculum Development, NEA
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Bank Street College of Education
69 Bank Street
New York, New York 10014

Child Study Association of America
9 East 89th Street
New York, New York 10029

Child Welfare League of America, Inc.
24 West 40th Street
New York, New York 10006

Department of Elementary School Principals, NEA
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Early Childhood Education Council of New York
148-41 Booth Memorial Avenue
Flushing, New York 11355

The Merrill-Palmer Institute of Human Development and Family Life
71 East Ferry Avenue
Detroit, Michigan 48202

National Association for the Education of Young Children
1834 Connecticut Avenue
Washington, D.C. 20009

National Association for Mental Health, Inc.
1790 Broadway
New York, New York 10019

National Kindergarten Association
8 West 40th Street
New York, New York 10011

National Parent-Teacher Association
700 North Rush Street
Chicago, Illinois 60628

Teachers College, Columbia University
Bureau of Publications
New York, New York 10027

APPENDIX C

FILMS ON EARLY CHILDHOOD EDUCATION

Chance at the Beginning. A morning with a Harlem preschool. New York University. Head Start.

Children's Emotions. 21m. B/W s,c. The roots of emotional problems are shown as they have their beginnings in early childhood and how adults can prevent them. Crawley Films.

Discipline and Self-Control. Discipline within the classroom focusing on the particular problems of children, and the teacher's role in helping the child to develop self-control. Head Start.

Food As Children See It. 18m. B/W s,c. The nutritional needs of children presented to adults in a manner that shows understanding of children and their problems. General Mills.

Four Children. The lives and personalities of four children, exemplifying that they are alike in age, but different as people. Emphasizes the role of the teacher in providing for individual needs and differences as they occur with individual children. Head Start.

Jeannie Is A Good Thing. Nutrition is a vital part of the preschool program. Growing, preparing, and eating food is fun. Head Start.

The Lively Art of Picture Books. 60m. Color. Help for the teacher in choosing and presenting picture books. Useful for parents as well. Weston Woods Studio, Weston, Conn., 06880

Long Time to Grow II. Activities and characteristics of four and five-year olds. Head Start.

Organizing Free Play. Describes and shows children in various free play activities emphasizing the learning value of the activities. Explains and illustrates the teacher's role in preparing for and participating in free play. Head Start.

Parents Are Teachers Too. Parents are the first teachers and the need for continued cooperation is shown. Head Start.

Purple Turtle. 14m. Color c,a. Children's use of various art media and the fostering of creativity. American Crayon Company.

Talking Together. Illustrates individual parent's views on what their children's education means to them. Shows parents and teachers participating in an informal discussion. Head Start.

They Can Do It. Inside a transitional room where Lovey Glen makes it possible for all to learn. Outstanding. Educational Development Center, 55 Chapel St., Newton, Mass. 02160

Time of Their Lives. 29m. B/W. Daily activities in the kindergarten. Available from Illinois Education Association, Springfield.

Head Start films are available from Modern Talking Films, 201 S. Jefferson Avenue, St. Louis, Missouri 63103 or from Head Start Regional Training Offices at Southern Illinois University, Carbondale, Illinois 62901 and at Northern Illinois University at De Kalb 60115

APPENDIX D

SUGGESTED INSTRUCTIONAL MATERIALS

Equipment Needs

Equipment for large-muscle activities

Balls -- (rubber) (4", 6", 8", 10")
Hollow boxes or blocks (12" and 24" x 12" x 6")
Climbing apparatus (indoor and outdoor) climbing rope, ladders, rings, jungle gym
Swings (canvas bucket seats)
Tricycles (16" and 20" ball bearing)
Wagons (30" and 36" box)

Equipment and materials for manipulation

Puzzles
Beads (1½") and bead laces
Mechanical form boards
Simple bolt and lock sets
Peg boards
Parquetry blocks
Matching games
Manipulative mathematics materials
Mathematics manipulative materials
Number games
Puzzles
Abacus
Number sorter
Measuring instruments
Calendar
Form boards of geometric shapes
Flannelboard with cutouts

Equipment and materials for art and construction work

Workbench (24" x 42" x 26"--2 vises)
Crosscut saw
Sawhorses, coping saw
Brace (1½ lb.) bits (¼", ½", ¾")
Clamps (metal 3", 4", 5")
Hammers (13 oz. and 16 oz. flat head, claw)
Screwdriver (8", 12")
Screws (flat headed, assorted sizes)
Pliers and wirecutter
Square (8" blade)
Paint--enamel and flat
Shellac
Soft wood and nails -- various sizes with large heads
Sandpaper (00-3)
Easels (double, adjustable height)
Flannelboard and felt packages
Stapler, punch, adult scissors
Tapes: mending, scotch, cloth, masking
Paper cutter, sandpaper (00-3)
Clay, clay containers, modeling boards (12" x 18")
Glue and semi-liquid paste, shellac
Yarn and tapestry needles, string, thread
Paint--finger paint, water paint (liquid and powder)
Paintbrushes (¾" and 1½" flat; round 1¼" hair, 9" handle)
Colored construction paper (9" x 12" and 12" x 18")
Colored poster paper (9' x 12" and 12" x 18")
Newsprint (18" x 24")
Manila paper (12" x 18")
Tagboard
Paper bags

Music and listening equipment

Autoharp
Drums
Melody bells or bars
Rhythm instruments--sticks, triangles, bells, tone blocks, cymbals, maracas
Record player
Tape recorder
Listening post with multiple earphones
Piano

Equipment for dramatization and dramatic play

Accessory toys--people, animals
Vehicle toys--trucks, trains, airplanes (at least 10"-12")
Unit blocks or interlocking blocks (set or half set)
Dress-up clothes--rack and hangers, trunk or other storage space
Playhouse cleaning equipment--broom, dustmop, dustpan
Sandbox and sandbox toys (outdoor)
Hand puppets and puppet stage--platform or stage
Family living equipment--stove, pots and pans, refrigerator, sink, table and chairs, dishes, bed, dolls, doll carriage or stroller, doll clothes

Science Equipment

Liquid measures, linear measures, dry measures, thermometers, scales
Pans, kettles, pitchers
Hot plate
Animal cages

Insect cages
Aquarium
Terrarium
Animal and fish food
Magnetic compass
Tuning fork
Magnifying lens
Magnets
Syringe
Sponges
Gardening tools (not toys)
Flower boxes and containers
Watering cans

Visual material and equipment

Pictures for class experiences
Bulletin boards
Movie, slide, and strip film projectors and screens, TV (available)
Films, filmstrips, slides
Book shelves
Library table and chairs
Globe and maps
Mirrors (15" x 45")

General kindergarten equipment

Storage cabinets or space for all types of materials and equipment
Filing cabinets
Adjustable tables chairs (12"-14")
First aid cabinet
Rest mats (20" x 48" washable vinyl covers)
Cots and blankets (if an all-day program)

For more information see *Equipment and Supplies* published by The Association for Childhood Education International, 3615 Wisconsin Avenue, N.W. 20016, 1968. pp. 120. $1.50.

BIBLIOGRAPHY OF BOOKS FOR CHILDREN

*D'Aulaire, Ingri and Edgar D'Aulaire. *Don't Count Your Chicks.* New York: Doubleday, 1943.
The old woman does count her chickens before they are hatched, but you can still have the fun of a day in the country with chickens and cats and dogs and all the other animals.

Beim, Lorraine and Jerrold Beim. *Two Is a Team.* New York: Harcourt, Brace, 1945.
Ted and Paul play together after school, but they cannot agree on the best way to make a coaster, until they have a race and a mishap which they work out together.

*Bright, Robert. *Georgia.* New York: Doubleday, 1944.
Georgie, the ghost, feeling unwanted when the step he has been creaking is nailed down, decides to leave home.

**Brown, Margaret Wise. *The Runaway Bunny.* New York: Harper and Row, 1942.
A bunny tries to run away from his mother, but she can always find him.

Buckley, Helen E. *Grandfather and I.* New York: Lothrop, Lee, & Shepard, 1959.
Grandfather never hurries, and a small boy enjoys walking, stopping, and looking when they go out together.

Burton, Virginia Lee. *Katy and the Big Snow.* Boston: Houghton Mifflin, 1943.
A crawler tractor pushes a snow plow in the winter, and saves a city when a heavy snowstorm comes.

*Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel.* Boston: Houghton Mifflin, 1939.
Mary Anne, the steam shovel, is old fashioned, but she and her owner prove they can still dig and be of use in the town of Popperville.

Carroll, Ruth. *What Wiskers Did.* New York: Walck, 1965.
Has no text but uses pictures to tell story of a little runaway dog who takes refuge with a rabbit family.

Caudill, Rebecca. *A Pocketful of Cricket.* New York: Holt, Rinehart and Winston, 1964.
Jay, a farm boy, finds a cricket and takes it to class on the first day of school.

Davis, Alice Vaught. *Timothy Turtle*. New York: Harcourt, Brace & World, 1940.
When Timothy falls on his back and cannot turn over, his animal friends come to his rescue.

Dennis, Wesley. *Flip*. New York: Viking Press, 1941.
Flip's great desire was to jump the brook. One day he dreamed he had silvery wings and was able to jump high and wide. When he woke up he found he could jump the brook.

*Emberly, Barbara. *Drummer Hoff*. New York: Prentice Hall, 1967.
A Caldecott Winner. Accumulative feature and rhyming words make this appealing.

Ets, Marie Hall. *Gilberto and the Wind*. New York: Viking Press, 1963.
A very little boy from Mexico finds that the wind is his playmate.

Ets, Marie Hall. *Nine Days to Christmas*. New York: Viking Press, 1959.
Ceci, a little Mexican girl, is excited because now she is old enough to buy a *pinata* for her first Christmas *pasada,* a gay party given before the great holiday.

**Ets, Marie Hall. *Play with Me*. New York: Viking Press, 1955.
A little girl learns that the creatures of the meadow will come to her if she is gentle.

Fatio, Louise. *The Happy Lion*. New York: McGraw Hill, 1954.
A beloved lion in a French zoo decides to visit friends in town. Consternation reigns, until a boy leads him back. Followed by *The Happy Lion in Africa* (1955) and others.

*Flack, Marjorie. *Angus and the Cat*. New York: Doubleday, 1931.
**
*Flack, Marjorie. *Angus and the Ducks*. New York: Doubleday, 1930
**
**Flack, Marjorie. *Angus Lost*. New York: Doubleday, 1932.
Long time favorites about a little black dog named Angus.

*Flack, Marjorie. *The Story About Ring*. New York: Viking Press, 1933.
Ring, the duck, tries to avoid being spanked, and almost ends up in the cookpot.

*Fleischmann, Peter. New York: *Alexander and the Car with a Missing Headlight*. New York: Viking Press, 1967
A junk yard car takes Alexander around the world and back home by sunrise.

**Francoise. *Springtime for Jeanne Marie*. New York: Scribner, 1955.
When Jeanne Marie seeks her lost duck, she finds not only the duck, but a new friend, Jean Pierre.

Freeman, Don. *Dandelion*. New York: Viking Press, 1964.
Dandelion, the lion, is invited to a party but he primps so much that he is turned away because no one recognizes him.

*Funk, Tom. *I Read Signs*. New York: Holiday House, 1962.
While Johnny is on an errand he reads signs and finds out what the words mean.

*Gay, Wanda. *Millions of Cats*. New York: Coward McCann, 1928.
A very old man and a very old woman want one little cat but find themselves with millions of cats.

*Gramatky, Hardie. *Little Toot*. New York: Putnam, 1939.
A frivolous tugboat proves its worth in time of disaster at sea.

*Hader, Berta. *The Big Snow*. New York: Macmillan, 1948.
Realistically descriptive illustrations give feeling to this quiet telling of a heavy snowstorm and of how an old couple feeds the animals and birds.

Hall, Adelaide. *Moon Mouse*. New York: Random House, 1969.
Delightful story of a baby mouse named Arthur, whose curiosity about the moon, led him up the long stairway of a tall building, on top of which he could see the moon. An open doorway led him to some yellow cheese. He was sure he had come to the moon.

Heyward, DuBose. *The Country Bunny and the Little Gold Shoes*. Boston: Houghton Mifflin, 1939.
Cottontail finds a way to become one of the five specially-chosen Easter bunnies.

*Hoff, Syd. *Danny and the Dinosaur*. New York: Harper and Row, 1958.
Danny goes to the museum, makes friends with a gigantic dinosaur, and shows him around the town.

*Ipcar, Dahlov. *Brown Cow Farm*. New York: Doubleday, 1959.
Provides easy lessons in counting, adding, and multiplying.

Keats, Ezra Jack. *Goggles*. New York: Macmillan, 1969.
Peter finds a pair of motorcycle goggles without lenses which are coveted by the neighborhood bullies.

*Keats, Ezra Jack. *The Snowy Day*. New York: Viking Press, 1963.
A small boy's delight in a new snowfall is vividly told in words and striking childlike pictures. Caldecott Medal Award.

*Keats, Ezra Jack. *Whistle for Willie*. New York: Viking Press, 1964.
Peter finds that he has a great deal to learn before he can whistle for his dog.

Keats, Ezra Jack. *Peter's Chair*. New York: Harper and Row, 1967.
A baby brother needs a chair.

*Langstaff, John. *Frog Went a Courtin'*. Harcourt, Brace, & World, 1965.
Useful as both storytelling and singing material. The familiar ballad of Frog, who courts Mistress Mouse. Caldecott Medal Award.

*Langstaff, John. *Over in the Meadow*. New York: Harcourt, Brace & World, 1957.
An old animal counting rhyme about ten meadow families.

Langstaff, John. *The Swapping Boy*. New York: Harcourt, Brace, & World, 1960.
A lively old folksong tells of a foolish boy who keeps on trading, becoming poorer each time.

Leaf, Munro. *The Story of Ferdinand*. New York: Viking Press, 1936.
A young bull in Spain refuses to fight. Instead, he sits and smells the flowers, until he sits on a bee!

Lexau, John M. *Benjie*. New York: Dial Press, 1964.
Benjie hated to talk; he just stayed close to Granny, but he changes the day he sets out to find Granny's lost earring.

*McCloskey, Robert. *Blueberries for Sale*. New York: Viking Press, 1948.
Adventures of a little girl and her mother as they go blueberrying in Maine and meet a mother bear and her club.

*McCloskey, Robert. *Make Way for Ducklings*. New York: Viking Press, 1941.
Boston is the setting for this modern classic of a mallard family's search for a home. Caldecott Medal Award.

McCloskey, Robert. *One Morning in Maine*. New York: Viking Press, 1952.
Many things happen on the day Sally loses her first tooth.

*Munari, Bruno. *ABC*. Cleveland: World, 1960.
A modern, zestful alphabet book illustrated with childlike, brilliantly-original illustrations.

Munari, Bruno. *Bruno Munari's Zoo*. Cleveland: World, 1963.
Big book of zoo animals in bright color.

*Petersham, Maud. *The Circus Baby*. New York: Macmillan, 1950.
A mother elephant tries to teach her baby to eat the way the baby clown does with disasterous results.

Piper, Watty, *The Little Engine That Could*. New York: Platt & Munk, 1961.
Everyone wonders what can be done when the train that is carrying good things for children breaks down and cannot go over the mountain. The little blue engine manages to pull the train over the mountain.

*Potter, Beatrix. *The Tale of Peter Rabbit*. New York: Warne, n.d.
The disobedient rabbit goes into Mr. McGregor's garden, contrary to his mother's wish.

Rand, Ann. *Little 1*. New York: Harcourt, Brace, and World, 1962.
In this first simple introduction to figures, lonely Little 1 sets out to find company, only to be rebuffed by the numbers from 2 to 9. At last he finds a bright red Goop, and together, they make the number 10.

Rey, H. *Curious George*. Boston: Houghton Mifflin, 1941.
A mischievous monkey who has just come to a city from the jungle, leads his owner, the man with the yellow hat, a merry chase.

Scott, Ann Herbert. *Big Cowboy Western*. New York: Lothrop, Lee & Shephard, 1965.
Even though he wears a cowboy suit, no one will believe that five-year old Martin is "Big Cowboy Western" except Mr. Arrico who sells fruits and vegetables.

Sendak, Maurice. *Where the Wild Things Are*. New York: Harper & Row, 1963.
Max dreams of a voyage to the island where the wild things are after he is sent to bed without supper for behaving like a wild thing. Caldecott Medal Award.

Seuss, Dr. *And to Think That I Saw It on Mulberry Street*. New York: Vanguard Press, 1937.
In this boy's mind, a plain horse and cart grow into a circus bandwagon drawn by an elephant and two giraffes.

Seuss, Dr. *The 500 Hats of Bartholomew Cubbins*. New York: Vanguard Press, 1938.
Bartholomew finds it difficult to defend himself from the king's ire when he cannot remove his hat.

Shulevitz, Uri. *One Monday Morning*. New York: Scribner, 1967.
Against the background of a New York tenement area, a little boy spends a rainy morning daydreaming of a make-believe world where the king, the queen, the little prince, dressed in full regalia, just dropped in to say, "Hello."

*Slobodkin, Esphyr. *Caps for Sale*. New York: W.R. Scott, 1947.
** A tale of a peddler, some monkeys, and their monkey business.

*Swift, Hildegarde H. *The Little Red Lighthouse and the Great Gray Bridge*. New York: Harcourt, Brace & World, 1942.
The little lighthouse fears that it will no longer be needed with the building of the bridge and its powerful beacon, but it finds both are important.

*Tresselt, Alvin. *White Snow, Bright Snow*. New York: Lothrop, Lee & Shephard, 1947.
Presents the real atmosphere of a first snowfall through poetic text and full-page illustrations.

Tudor, Tasha. *1 is One*. New York: Walck, 1956.
Introduces the numbers from one to twenty in verse. Charmingly quaint and delicate illustrations.

*Udry, Janice May. *A Tree is Nice*. New York: Harper and Row, 1956.
** A child's book about the wonder of trees, why they are so important, and the many kinds of fun they afford children.

*Ward, Lynn. *The Biggest Bear*. Boston: Houghton Mifflin, 1952.
Johnny wants a bearskin for his barn, but instead gets a live bear. Caldecott Medal Award.

Wildsmith, Brian. *ABC*. New York: Watts, 1962.
Each letter of the alphabet is represented by one subject, mostly animals, illustrated in stunning radiant colors.

*Will and Nicholas. *Finders Keepers*. New York: Harcourt Brace and World, 1951.
Two dogs quarrel over ownership of a bone. Caldecott Medal Award.

Yashima, Mitsu. *Momos Kitten*. New York: Viking Press, 1965.
A little kitten, found by a tiny Japanese-American girl, grows up and becomes a mother of five kittens.

*Yashima, Taro. *Crow Boy*. New York: Viking Press, 1955.
A Japanese story in which a very shy boy, under the influence of an understanding teacher, surprises everyone with his talent.

Zion, Gene. *Harry, the Dirty Dog*. New York: Harper and Row, 1956.
A white dog with black spots hates baths and runs away. He returns so very dirty that even the family does not recognize him.

Zion, Gene. *No Roses for Harry*. New York: Harper and Row, 1958.
A dog tries to lose a much disliked wool sweater, a birthday present from grandma.

Zion, Gene. *The Plant Sitter.* New York: Harper and Row, 1959.

Tommy has the job of taking care of the neighbors' plants and almost turns his own house into a jungle.

Zolotow, Charlotte. *If It Weren't for You.* New York: Harper and Row, 1966.

An older brother is limited in what he can do and loses privileges as an only child because of his younger brother.

*Weston Woods Studio, Weston, Connecticut, 06880, has made these books into delightful films, filmstrips, and recordings which enhance children's pleasure in the books. Catalogs may be obtained from the Studio.

**Especially for children whose experience with books is limited.

SOURCES FOR READING OR STORYTELLING

Aldis, Dorothy. *All Together, A Treasury of Verse.* New York: G.P. Putnam's Sons, 1952.

Arbuthnot, May Hill. *Time for Poetry.* Glenview, Illinois: Scott, Foresman and Co. 1961.

Association for Childhood Education International. *Sung Under the Silver Umbrella.* New York: Macmillan Company.

_____. *Told Under the Blue Umbrella.* New York: Macmillan Company, 1962.

Barrows, Marjorie. *Read-Aloud Poems Every Young Child Should Know.* New York: Rand McNally, 1957.

De Angeli, Marguerite. *Book of Nursery and Mother Goose Rhymes.* New York: Doubleday, 1954.

Frank, Josette. *Poems to Read to the Very Young.* New York: Random House, 1961.

Gruenberg, Sidonie Matsner. *Favorite Stories, Old and New.* New York: Doubleday, 1942.

Lenski, Lois. *Read-to-Me Storybook.* New York: Thomas Y. Crowell, 1947.

Love, Katherine. *A Pocketful of Rhymes.* New York: Thomas Y. Crowell, 1946.

McFarland, Wilma. *For a Child, Great Poems Old and New.* Philadelphia Westminister Press, 1947.

RECORDINGS FOR CHILDREN

Grandfather's Farm--A family on its way to the farm sings "Over the River" and animal songs. Some of the songs are: "The Donkey;" "Mister Rabbit;" "The Pig;" and "Old Brown Cow." CRG 5004.

Daddy Comes Home--The songs tell a story of the fun the family has when father comes home from work. CRG 1018

Train to the Ranch--A story in song of children who go to the ranch and learn of what one would do on a ranch. CRG 1038A

Train to the Zoo--A story in song about children visiting the zoo. There are songs about the monkey, bear, seal, elephant, and the zoo train. CRG 1001

The Milk's Journey--Told in songs: "Five Cows;" "The Milk Truck;" "The Milk Train;" "The Milk Factory;" "The Milk Wagon;" and "Milk for Bobby's Cup." Good to use in relation to study of milk and trip to dairy. CRG 5029

Little Red Wagon--by Beatrice Landeck. "Wheel-a Turning;" "Little Red Wagon;" "Get on Board;" "Now Let Me Fly;" and "Song in My Heart." CRG 10048

Creepy Crawly Caterpillar--Creepy, a caterpillar, crawls to play with a little girl who tells him to go away. Winter comes, and he lives in his cocoon. In the spring, he finds himself a beautiful butterfly. The story suggests dramatization. Delightful to use in relation to observing a cocoon and the emerging of a butterfly. Margaret Friskey's "Johnny and the Monarch" also relates to this kind of experience. CRG 5019

Eensie Beensie Spider--The song by this title is on the record. CRG 1002A

Noah's Ark--The story in song about a puppy who waits until last and is almost forgotten. CRG 10358

The Merry Toy Shop--The story about toys who come to life in a toy store. CRG 10228

Train to the Farm--A story, put to song, about what one would see if he went to a farm. There are songs about planting, chickens, the tractor, and the pond. CRG 1011

I Am a Circus--A circus clown pretends he is the circus. The songs he sings, and the story he tells suggests movement for the children. CRG 1028

The Little Puppet--Children can pretend they are puppets and do what the narrator tells them to do. CRG 1016

Nothing to Do--An activity record that has the children marching, jumping, tiptoeing, skating, clapping, and spinning. CRG 1012

My playful Scarf--A story of how the playful scarf changes from waves to the scarf of a cowboy and the sash of a pirate. Delightful activity record. CRG 1019

A Walk in the Forest--Story about a child's walk in the forest and all the imaginary animals he meets. Wonderful for rest time after the book by the same title has been read to the youngsters. Good story for dramatization. YPR 805B

Hooray! Today Is Your Birthday--Told as though the children were attending a birthday party. YPR 1-222B

Muffin in the Country--The "Noisy Book" series. A favorite story about the little dog, Muffin, his trip to the country, and all the sounds he hears. YPR 603

Muffin in the City--The second record in the "Noisy Book" series. This time Muffin is in the city. He has to wear a bandage over his eyes. He cannot see, but he can hear room noises and street noises, little noises and big noises -- and then he hears a tiny squeak, squeak. YPR 601

Every Day We Grow 1-0--Told and sung by Tom Glazer. There are two records to this story about a boy named Alexander Everett William III, who is lost in the woods and tries to learn the words to the song *Every Day We Grow I-O*. Each animal he meets tells him more of the song - a counting song from 1-6. YPR 8001

The Story of Slow Joe--The story of Joe who walks slowly as he carries soup from his grandmother's to his home. He stops to look at an ant, a caterpillar, and a worm. He talks to a milkman, a mailman, and a policeman. When his mother gives him money for peppermint ice cream, he runs as fast as he can to the store. YPR 9003

The Little Gray Ponies--Told and sung by Tom Glazer. The little gray ponies learn by seeing, hearing, and smelling. YPR 7358

Little Indian Drum--Story about Red Fox, a little Indian boy, who receives a drum from his father, Tall Hunter, who showed him how to make the drum talk. YPR 619

Three Little Trains--Story about three trains -- Chugger, Ringer, and Tooter. Each have a special talent but find they need to help each other learn all three talents in order to be chosen for a special job. Children enjoy the humor as the trains teach each other. YPR 8098

The Sleepy Family--When father comes home and awakens the baby by sneezing, mother forgets the lullaby she sings to put the baby to sleep. She goes to the neighbor, the shepherd, and the bellringer in search of the song. Finally, the wind tells her, and when she gets home, father has sung the child to sleep. At the end, the entire family is put to sleep by father's song. (A good rest time story) YPR 611

Jingle Bells and Winter Fun, A good activity record for winter-time and the first deep snow. YPR 7188

Rainy Day, By Tom Glazer. Excellent activity record for a rainy day. YPR 712

My Playmate the Wind, By Norman Rose. Delightful musical story to act out on a windy day or in relation to the study of wind. YPR 4501B

Out-of-Doors, By Tom Glazer. An activity record with music for hopping, marching, swaying, listening, playing "Sally-Go Round-the-Sun;" and dancing. YPR 724B

Stories for Rainy Days, By Frank Luther. Delightful recording of these familiar stories: "Jack and the Beanstalk;" "The Raggletaggletown Singers;" "The Ugly Duckling;" "Chicken Licken;" and "Sleeping Beauty." Excellent for rest time. Decca Records VL 3624

Happy Stories for Gloomy Days, By Frank Luther. Excellent recording of: "The Shoemaker and the Elves;" "The Gingerbread Boy;" "The Three Billy Goats Gruff;" "The Little Red Hen;" "Goldilocks and the Three Bears." Excellent for rest time. Decca Records VL 3659

Children's Sing-A-Long. By Frank Luther. Favorite songs children should know are sung and repeated, inviting the children to sing along. Decca Records VL 3680

Captain Kangaroo's TV Party, Songs such as "Two Little Magic Words;" Stories such as; "Six Little Taxis;" and games "Riddle-a-Diddle;" and "Captain Says." Columbia HL 9508

More Songs to Grow On, Songs to listen to and sing along with. Book by Beatrice Landeck. Folkway Records FC 7009A

Songs to Grow On. Folksongs that are fun to listen to and to sing. Book by Beatrice Landeck. Folkway Records FC 7020A

Music Time with Charity Bailey, A child's participating record with hand clapping and singing activities. Some of the songs are "Missie Mouse;" and "Toodala." Folkway Records FC 7307

*Let's Learn To Sing Records*__ Volume I, II, and III. Let's Learn Productions, Box 2207, Station A, Champaign, Illinois 61820

Bowman Records Listening Time Stories Album #2 - Stories include "Ready Rooster;" "Raggedy Ann;" "My Own Star;" "The Little Yellow Duck;" "Zabrino the Zebra;" "The Seashell;" and "The Lost Shadow." There are two more *Listening Time Stories Albums #1 and #3.* Formerly, these were told by Frank Luther. LT 1002A

Dance A Story About Magic Mountain LE 103 RCA

Dance A Story About Balloons LE 104 RCA

Dance A Story About Little Duck LE 101 RCA
Delightful stories for the children to act out in dance. Books with pictures of children dancing the story as it is told.

Children's Record Guild (CRG)
27 Thompson Street
New York

Young People's Records (YPR)
100 Sixth Avenue
New York

Folkway Records
117 West 46th Street
New York

Bowman Educational Records
10515 Burbank Boulevard
North Hollywood, California

RCA Victor
205 West Wacker Drive
Chicago, Illinois 60606

MUSIC BOOKS

Boardman E. and Landis, B. *Exploring Music,* Kindergarten, New York: Holt, Rinehart and Winston, 1969.

Gallup, Beckman. *The Magic of Music,* Chicago: Ginn and Company, 1965.

Grentzer, R.M. *Birchard Music Series,* Kindergarten, Chicago: Summy Birchard, 1962.

Jaye, Mary Tinnin and Imogene Hilyard. *Making Music Your Own,* Kindergarten, Park Ridge, Illinois: Silver Burdett, 1966.

McCall, Adeline. *This is Music,* Rockleigh, New Jersey: Allyn and Bacon, Inc., 1965.

Smith and Leonard. *Discovering Music Together - Early Childhood,* Chicago: Follett Educational Corp., 1968.

Wilson, Harry. *Music for Young Americans, Sharing Music,* New York: American Book Co., 1966.

APPENDIX E

KINDERGARTEN LEGISLATION

The School Code of Illinois

I. SECTION 10-20.20
Mandates all boards of education operating elementary schools to establish and maintain kindergartens after July 1, 1970, for the instruction of children in accordance with rules and regulations prescribed by the Office of the Superintendent of Public Instruction.
   A. Parents are not compelled to send their children to kindergarten because the compulsory attendance law does not refer to children of kindergarten age.
   B. Kindergarten must be recognized by the administration and board of education as an integral part of the educational program and subject to all statutory and regulatory standards as prescribed by *The School Code of Illinois* and the Office of the Superintendent of Public Instruction.
   C. A kindergarten teacher must hold a valid State of Illinois elementary teaching certificate.

II. SECTION 18.8
Provides for two organizational types of kindergarten
   A. A session of two or more clock hours may be counted one-half day of attendance by kindergarten pupils.
   B. Sessions may be arranged so as to count two and one-half days of attendance in any five consecutive days. This will permit a district to have kindergarten three full days one week and two full days the next. A kindergarten pupil who attends school a full day will not attend the following day unless the school district obtains permission in writing from the Office of the Superintendent of Public Instruction.

III. SECTION 27.8
Kindergarten pupils must conform with the physical examination and immunization provision of this section.

IV. SECTION 29.5
Provides reimbursement by State for transportation of resident pupils in kindergarten according to the guidelines of the reimbursement claim forms.

V. ARTICLE 14
Provides for all handicapped children ages 5-21 to receive a fair opportunity for an education in our public schools.
   A. Section 14-1.02 - Physically handicapped children.
   B. Section 14-1.03 - Maladjusted children.
   C. Section 14-1.04 - Educable mentally handicapped children.
   D. Section 14-1.05 - Trainable mentally handicapped children.
   E. Section 14-1.06 - Speech defective children.
   F. Section 14-1.07 - Multiply-handicapped children.